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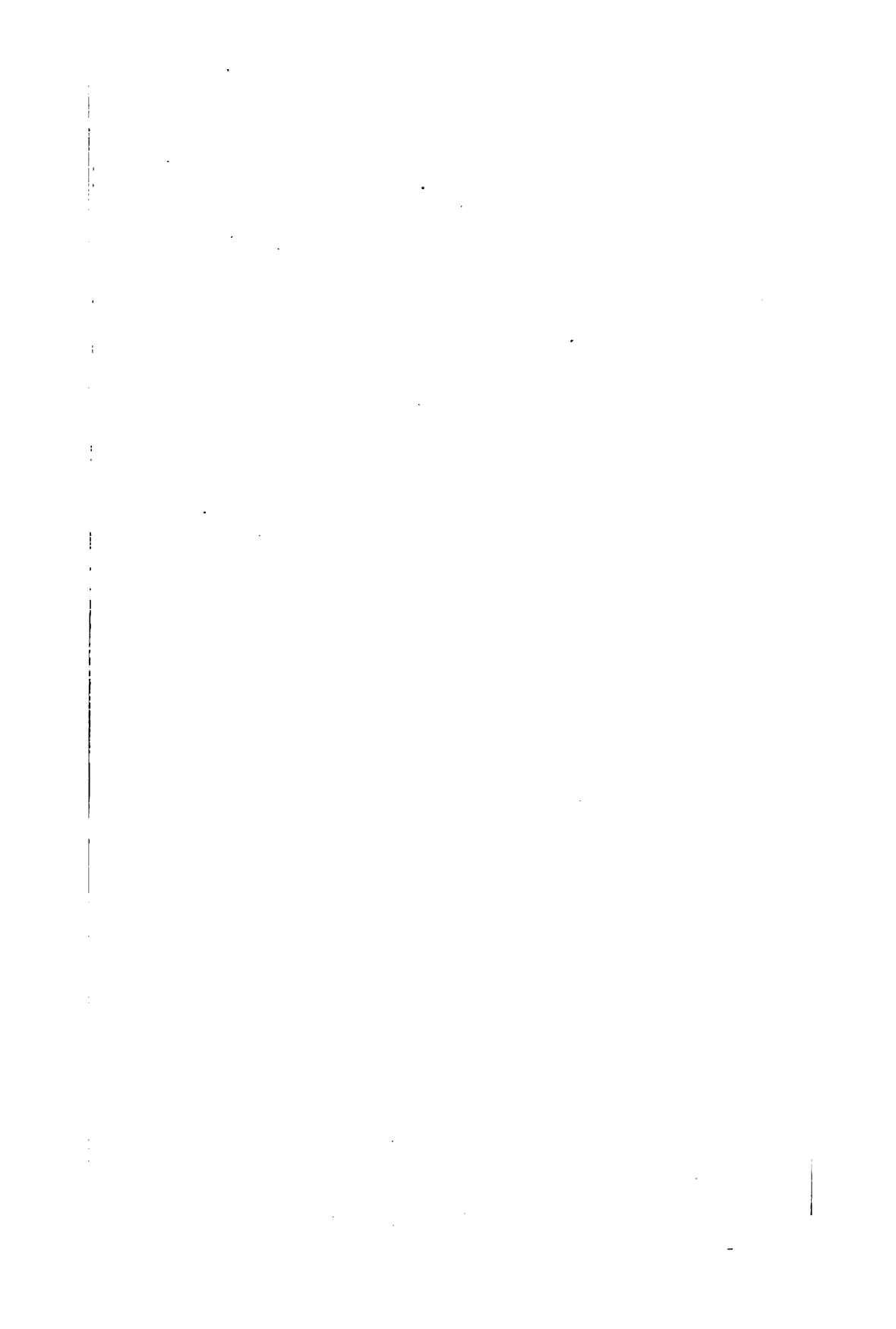
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Cleveland Public Schools.

THIRTY-SECOND

ANNUAL REPORT

OF THE

Board of Education

FOR THE

SCHOOL YEAR ENDING AUG. 31, 1868.

Published by Order of the Board.

CLEVELAND:

FAIRBANKS, BENEDICT & CO., PRINTERS, HERALD OFFICE.

1869.

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21390.

SCHOOL ORGANIZATION FOR 1868-69.

OFFICERS OF THE BOARD OF EDUCATION.

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EDWIN R. PERKINS.

VICE-PRESIDENT :

JOSEPH BELL.

SECRETARY :

MOSES G. WATTERSON.

OFFICERS OF THE SCHOOLS.

SUPERINTENDENT OF INSTRUCTION :

ANDREW J. RICKOFF.

SUPERINTENDENT OF BUILDINGS :

GEORGE L. HARTNELL.

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On Finance.—SPENCER, SHELDON AND WATTERSON.

On Repairs and Supplies.—WATTERSON, DALTON AND JUDSON.

On School Buildings.—BELL, SPENCER AND BUEHNE.

On Teachers.—SHELDON, SPENCER AND DUGAN.

On Salaries.—HUDSON, BELL AND SPENCER.

On Text Books and Course of Study.—HUNT, HUDSON AND HART.

On Discipline.—DALTON, BELL AND WHITAKER.

On Rules and Regulations.—REEVE, WHITAKER AND HUNT.

On East High School.—JUDSON, WATTERSON AND REEVE.

On West High School.—HART, BUEHNE AND HUDSON.

On Boundaries, E. S.—WHITAKER, BUDWIG AND REEVE.

On Boundaries, W. S.—DUGAN, BUEHNE AND DALTON.

On Library.—HUNT, SHELDON AND HART.

REPORT OF THE PRESIDENT,

The Board of Education for the City of Cleveland submits herewith its thirty-second annual report, being for the year, ending August 31, 1868.

The receipts and expenditures for the year were as follows:

RECEIPTS.

Balance on hand Sept. 1, 1867,	36,084 50
First instalment of Taxes for the year 1867, paid Feb. 1868.....	71,619 46
Second Instalment of Taxes for the year 1867, paid Aug. 1868,.....	47,923 67
Cash received from Brooklyn Township,.....	2,210 95
Cash received for Tuition of Non-Resident Pupils,...	466 75
Cash received from other sources,.....	174 51
Total,.....	\$158,429 84

EXPENDITURES.

Salaries of Officers and Teachers,.....	96,767 53
Salaries of Janitors,.....	5,696 87
Fuel,	7,402 62
General Repairs,.....	6,720 84
Rent of Rooms,.....	3,256 44
Supplies,	3,841 52
Census,	312 00
Normal Institute,.....	300 00
Furniture,.....	1,073 95
Printing,.....	345 81
Insurance,.....	1,424 07
City Improvements,.....	455 08
Heating Fixtures,.....	1,475 50
Board of Examiners,.....	272 00
Frescoing Central High School Hall,.....	350 00
Interest on Temporary Loan,	238 00
Miscellaneous,.....	458 42
Balance on hand Aug. 31, 1868,	28,521 24
Total,.....	\$158,429 84

For a more detailed exhibit of the expenditures of the year, reference is made to the accompanying Financial Report of the Secretary.

NEW SCHOOL BUILDINGS.

Former reports have treated so fully of the necessity for additional school accommodations, that little remains to be said on that subject. In the spring of 1858, the East St. Clair street building, the last constructed of several buildings of that size and style of architecture, was opened. It was then hoped that, for several years at least, the erection of new buildings would be unnecessary. With the exception of the West High School building, and a few temporary frame buildings, no further provision was made to meet the demands of our rapidly increasing school population till the year 1865, in the latter part of which year the Brownell street building was opened. The schools were then—as they continue to be—overcrowded. Rooms were rented, as they still are, where they could be obtained, though generally inconvenient, and often with very unpleasant surroundings. It is a source of great pleasure, that we are able to announce that this order of things is rapidly passing away. The new building on Sterling avenue was completed during the summer, and was opened, with appropriate exercises, in September last. It is, in all respects, superior to any school building in the State, and will furnish, it is believed, ample accommodation for all the children in that rapidly growing portion of the city. Buildings, upon substantially the same plan, are also in process of erection in the second, fifth and eleventh wards, which, when completed, will afford permanent relief to the overcrowded condition of many of the schools in each of those districts. In those portions of the city which have been recently annexed, the Board has adopted the plan of erecting temporary buildings, with the exception of the thirteenth ward, where the school population is increasing so rapidly that our only resource, thus far, has been to rent such rooms as we have been able to secure; and we regret

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that we find ourselves unable, during the coming year, to furnish very different accommodations from those already enjoyed. It is by no means difficult to see that the erection there, at no very distant day, of a large and commodious building will become an unavoidable necessity.

The following is an abstract of the receipts and expenditures for the year, on account of the School Construction Fund.

RECEIPTS.

Cash received from sale of Bonds,.....	291,454 74
Cash received from sale of Buildings and other sources,	1,101 00
Total,.....	<u>\$292,555 74</u>

EXPENDITURES.

FOR SCHOOL BUILDINGS.

Sterling Avenue School Building,.....	44,881 82
Kentucky Street School Building,.....	20,879 46
Eleventh Ward School Building,	15,421 80
Rockwell Street School Building,.....	11,864 50
Fifth Ward School Building,.....	10,662 16
Other School Buildings,.....	1,171 20
Advertising,.....	71 50
	<u>\$108,451 44</u>

FOR SCHOOL LOTS.

School Lot in Second Ward,.....	35,873 98
School Lot in Fifth Ward,.....	17,888 00
School Lot in Seventh Ward,	856 15
School Lot in Eleventh Ward,	1,071 83
Addition to Kentucky Street School Lot,.....	2,151 00
	<u>57,840 91</u>
Balance August 31, 1868,	131,263 89
Total,	<u>\$292,555 74</u>

INCREASE OF SCHOOL POPULATION.

During the year there were employed as teachers in our schools:

Gentlemen,.....	18
Ladies,.....	139
Total,	<u>157</u>
The total enrollment for the year was,.....	10,154
The average number belonging,.....	7,060
The average daily attendance,.....	6,623

If we compare this statement with the corresponding statement, made in the annual report for the year ending August, 31, 1862, we shall gain some idea of the rapidity with which our school system has been expanding. There were then employed as teachers :

Gentlemen,	14
Ladies,	63
Total,	82
The total enrollment for the year was,	6,924
The average number belonging,	4,201
The average daily attendance,	3,921

SALARIES.

The question of Teachers' salaries we have found a difficult one to adjust so as to do full justice to all interests. The high prices of living have appealed to the Board on behalf of many of the teachers, whose salaries were small and insufficient. At the same time, the condition of the school fund has admonished us of the necessity of practicing as rigid economy as possible. After considerable discussion, the following scale of salaries was agreed upon, which, though not the best that might be devised, is, nevertheless, such as to give very general satisfaction to the teachers.

Principals of High Schools,	\$2,000	per annum.
Male Assistants of High Schools,	1,600	"
First Female Assistant of High Schools,	1,000	"
Other Assistants of High Schools,	700	"
Principals of Grammar Schools,	1,600	"
First Assistants of Grammar Schools,	700	"
Assistants,	650	"
Lady Principal of Eagle Street School,	700	"
Lady Principal of West St. Clair School,	700	"
Lady Principal of Pearl Street School,	650	"
Lady Principal of Case Avenue School,	650	"
Lady Principal of Washington Street School,	650	"
Teachers without experience,	400	"
Teachers with one year's experience,	450	"
Teachers with two years' experience,	500	"
Teachers with three years' experience,	550	"
Teachers with four years' experience,	600	"
Teacher of Penmanship,	1,500	"
Assistant Teacher of Penmanship,	600	"

SALARIES OF OFFICERS.

Secretary,.....	\$ 800 per annum.
Superintendent of Instruction,.....	4,000 "
Superintendent of Repairs,	1,200 "
Librarian,.....	700 "

TEXT BOOKS.

There were several efforts made, during the year, to secure changes in the text books in use in the schools. The Board formally announced that no changes would be made, unless it should be evident that some great advantage would accrue thereby; and only in a single instance was any change effected. For many reasons this is obviously the true policy to be pursued. Permanency in text books should at all times be the rule. With a competent teacher, an indifferent book will be made a success, while, with a poor teacher, no text book will be found to possess sufficient merit to make accurate scholars. Moreover, it should be constantly borne in mind that frequent changes of text books create dissatisfaction with the patrons of the schools, and impose a burden which large numbers of families can ill afford to bear.

NORMAL INSTITUTE.

During the first week of the Fall Term, a Normal School for the training of teachers was held, which resulted in infusing many of our teachers with added zeal, and largely contributed to awaken an interest in new methods of instruction, which has been quickened by the labors of the Superintendent, to whose accompanying report reference is made for a detailed statement of the workings of our school system, and of its present necessities.

SUPERVISING PRINCIPALS.

The need of a more constant oversight of the work of the teachers, than it is possible for the Superintendent to exercise, has been felt for several years. To look after one hundred and sixty teachers, and nearly as many schools, so carefully as to be able to know precisely what is necessary

to be known of each, is a work that one man cannot hope to accomplish. To supply in a measure this want, the Board established the grade of Supervising Principal, and placed four of the larger schools under the supervision of the local superintendents thus appointed. It proved to be an experiment, the success of which, in some of the schools, was very gratifying, while in others it was not as satisfactory as could be desired. The duties of these Principals, though not so clearly defined as they might be, are the exercise of a general oversight of the methods of instruction employed, under the direction of the Superintendent; the settlement of cases of discipline; the rendering of needed information to parents and citizens; the establishing and enforcing of general rules for the preservation of good order about the school buildings; the establishment of a proper classification in all the grades, and the making of transfers from grade to grade. It will be readily seen that a wide range of duties is thus opened to the Principal, for the faithful performance of which no ordinary qualifications are sufficient. The plan has elsewhere been tried and has succeeded. Our own experience is that, with able teachers, it cannot fail of being a success, while with poor or indifferent teachers it accomplishes but little. The Board has, therefore, deemed it advisable to continue the experiment for another year, believing it to be much wiser to discharge incompetent teachers, than to abandon a policy which promises so large results.

COURSE OF STUDY FOR THE HIGH SCHOOLS.

In August, 1867, the Course of Study for the High Schools was thoroughly revised and, in some respects, essentially modified. It will be remembered by most of the older residents of the city, that the Central High School was established with a view to afford pupils of both sexes an opportunity to obtain a thorough English education. It was organized without a suitable room in which to assemble, and for several years its accommodations were exceedingly limited. It had neither apparatus nor any of the other

conveniences at present enjoyed; yet, under the able management of the energetic Principal, the need of these conveniences was scarcely felt. The pupils themselves constructed rude pieces of apparatus to illustrate some of the studies pursued, thus making themselves more familiar with the subjects investigated than they could well have been, had they found all needed apparatus at their command. To the value of the training, which the School at that time afforded, large numbers of our most successful business men bear honorable testimony. In 1856 the Course of Study was modified by the introduction of the Study of Classics, though the English course continued to hold the most prominent position in the School. By degrees, however, such a change was effected as resulted in giving the Classics the post of honor in the Course of Study adopted for both Schools. Large numbers of pupils entered upon the Classical or the English and Latin Course, without sufficient preparation, and without regard to their plans and prospects for the future. Of course such pupils dropped out in a very short time, and thus the time spent there became of very little value. The Board had long felt the necessity of restricting the admission of pupils to the study of the ancient languages, by requiring certain reasonable conditions to be first complied with; and at length, after a careful investigation, adopted the plan now being tried with such happy results. It will be seen, by reference to the Course of Study, that the study of these languages still holds an important place in the High Schools, though made subordinate, as it always should be, to the study of the purely English branches. It is a source of great gratification to all the friends of popular education that these Schools are now held to the same degree of responsibility as the lower grades of schools, and that examinations are regularly held under the direction of the Superintendent, in which questions proposed by him, or under his direction, are always submitted.

PUBLIC LIBRARY.

The year has been marked by one feature of special significance. A free Library has been established and is open to the public. It numbers nearly 6000 volumes, and has secured to it an annual increase of not less than 2000 volumes. A foundation has thus been laid for a Public Library, which, in a very short time, will be an honor to the city, and its influence felt in hundreds of homes, where good books must otherwise never find entrance. It already ranks as one of the most valuable auxiliaries of our Public School system, whose power for good must increase year by year. As a conservator of the public morals and a preventive of crime, its value cannot well be overestimated. It appeals to every class in the community for a generous support—a support, we are happy to state, which it has enjoyed from its first inception. The Board has been surprised and gratified at the favor with which it has been received, and the measure of patronage which has been accorded it. Overtures have been made by the managers of the Cleveland Library Association for a union of the two Libraries. The proposition made was that the two Libraries should be placed under the control of a joint committee of six, three of the members thereof to be designated by this Board, and three by the Board of Directors for the Cleveland Library Association. As all the funds necessary for the purchase of books and the payment of the other expenses of the Library, including the salary of the Librarian, must of necessity, be furnished by the Board of Education, it was unable to see any good reason for surrendering a trust with which it was specially charged by the statute authorizing the creation of a Public Library. But, while declining to accede to the terms of union proposed, the Board would not be unwilling to assume the responsibility of taking charge of the books of the Library Association, if at any time the managers thereof should decide to entrust it with that duty. And the Board would, at the same time, agree to bestow the same care upon the books of that

Association as upon its own, and to surrender them back to their owners, should they at any time desire to regain possession of the same.

NEW SCHOOL LAW.

In April, 1868, a new School Law was given the city by the Legislature, by virtue of whose provisions the entire control of all the public moneys, raised for school purposes, is given to the Board of Education. The necessity of such legislation had long been felt. The Board, under the old School Law, was so restricted in authority as to make it practically a body without any power—a mere committee having the right to recommend measures to the City Council, but without authority to enforce them. Though held responsible for the management of the Public Schools, it could not expend a sum exceeding fifty dollars, without having first sought and obtained the Council's assent. It can readily be seen that a Board with so little authority, must necessarily be greatly embarrassed in the management of a school system, embracing more than 160 teachers and not less than 10,000 pupils. The working power of the Board, under the present law, is very much improved. The money raised to defray expenses is more judiciously expended. Teachers are held to a more rigid accountability, and the Board itself is led to act with greater caution, than when it merely recommended measures, but was not responsible for their adoption.

CONCLUSION.

From this brief survey of the work of the year, it will be seen that commendable progress has been made. It affords us great pleasure to bear testimony to the zeal and faithfulness of most of our Teachers, as well as to the distinguished ability of the Superintendent, who has had direction of the work for the year. But, while so much has already been accomplished, a great deal remains to be done. The utmost vigilance ought constantly to be exercised by every citizen to the end that every dollar of the

public moneys be judiciously expended, and that the trusts committed to the Board of Education, now clothed with such ample authority, be properly administered. Our Public School system has hitherto been an object of pride to the entire community, and has largely contributed to its material prosperity. We have thus far, however, only laid the foundation of the system. We must build cautiously if we would build well. In the belief that real progress constitutes the only conservatism which is of value, let us all enter upon the work that lies before us, not resting satisfied till our city becomes a great educational centre, whose beneficent influence shall be felt throughout the entire region of which it is the commercial metropolis.

For the Board of Education,

EDWIN R. PERKINS, *President.*

January 1, 1869.

SECRETARY'S FINANCIAL REPORT.

SECRETARY'S FINANCIAL REPORT.

OFFICE OF THE SECRETARY, Aug. 31st, 1868.

To the Honorable, the Board of Education:

GENTLEMEN:—Permit me to submit for your consideration a statement in detail of the Receipts and Expenditures of the School and School Construction Funds, for the year ending Aug. 31st, 1868.

SCHOOL FUND.

RECEIPTS.

Balance on hand Sept. 1st, 1867,.....	\$ 36,034 50	
First instalment of taxes for 1867, paid Feb., 1868,..	71,619 46	
Second instalment of taxes for 1867, paid Aug. 1868,..	47,923 67	
Cash received from Brooklyn Township,.....	2,210 95	
Tuition from non-resident pupils,.....	466 75	
From all other sources,	174 51	
Total Receipts,.....	—————	\$158,429 84

EXPENDITURES.

CENTRAL HIGH SCHOOL.

Tuition,.....	\$ 7,021 00	
Janitor,	360 00	
Fuel,	574 63	
Furniture,.....	86 56	
Repairs,.....	347 79	
Heating Fixtures,.....	50 27	
Supplies,.....	262 32	
Insurance,.....	94 22	
	—————	\$8,796 79

WEST HIGH SCHOOL.

Tuition,.....	\$ 4,193 66	
Janitor,.....	360 00	
Fuel,.....	276 42	
Furniture,.....	45 47	
Repairs,.....	337 81	
Heating Fixtures,.....	57 00	
Supplies,.....	70 55	
Insurance,.....	107 50	
		<u>\$5,448 41</u>

ROCKWELL STREET DISTRICT.

Tuition,.....	\$ 4,580 00	
Janitor,.....	258 00	
Fuel,.....	288 12	
Furniture,.....	16 50	
Repairs,.....	322 38	
Heating Fixtures,.....	63 55	
Supplies,.....	170 79	
Insurance,.....	38 75	
		<u>\$5,738 09</u>

WEST ST. CLAIR STREET SUB-DISTRICT.

Tuition,.....	\$ 4,100 00	
Janitor,.....	240 00	
Fuel,.....	567 31	
Furniture,.....	25 47	
Repairs,.....	350 44	
Heating Fixtures,.....	48 00	
Supplies,.....	107 71	
Insurance,.....	60 45	
Rent,.....	157 79	
		<u>\$5,657 17</u>

BANK STREET SUB-DISTRICT.

Tuition,.....	\$ 1,100 00	
Janitor,.....	83 00	
Fuel,.....	39 10	
Repairs,.....	26 00	
Heating Fixtures,.....	10 50	
Supplies,.....	20 60	
Insurance,.....	12 10	
Rent,.....	276 20	
		<u>1,567 50</u>

BROWNELL STREET DISTRICT.

Tuition,.....	\$ 10,673 00	
Janitor,.....	737 87	
Fuel,.....	1,180 70	
Furniture,.....	22 40	
Repairs,.....	421 48	
Heating Fixtures,.....	14 88	
Supplies,.....	389 38	
Insurance,.....	192 50	
Rent,.....	217 21	
	<u> </u>	\$13,839 42

EAGLE STREET SUB-DISTRICT.

Tuition,.....	\$ 5,955 00	
Janitor,.....	320 00	
Fuel,.....	555 09	
Furniture,.....	40 86	
Repairs,.....	414 13	
Heating Fixtures,.....	128 00	
Supplies,.....	200 42	
Insurance,.....	89 25	
	<u> </u>	\$7,702 75

PROSPECT STREET SUB-DISTRICT.

Tuition,.....	\$ 2,115 50	
Janitor,.....	160 00	
Fuel,.....	169 84	
Furniture,.....	7 88	
Repairs,.....	151 30	
Heating Fixtures,.....	26 50	
Supplies,.....	95 00	
Insurance,.....	26 20	
	<u> </u>	\$2,752 22

EAST ST. CLAIR STREET DISTRICT.

Tuition,.....	\$ 6,985 00	
Janitor,.....	320 00	
Fuel,.....	543 30	
Furniture,.....	44 55	
Repairs,.....	358 53	
Heating Fixtures,.....	186 00	
Supplies,.....	234 54	
Insurance,.....	92 44	
Rent,.....	560 89	
	<u> </u>	\$9,325 25

MIDDLE ST. CLAIR STREET SUB-DISTRICT.

Tuition,.....	\$ 3,121 75	
Janitor,.....	360 00	
Fuel,	238 70	
Furniture,.....	29 71	
Repairs,.....	262 49	
Heating Fixtures,.....	50 50	
Supplies,.....	84 67	
Insurance,.....	26 20	
Rent,	250 00	
		\$4,424 13

CASE AVENUE SUB-DISTRICT.

Tuition,.....	\$ 2,601 25	
Janitor,	165 00	
Fuel,	140 60	
Furniture,.....		
Repairs,.....	163 44	
Heating Fixtures,.....	13 00	
Supplies,.....	77 59	
Insurance,	32 20	
		\$2,593 08

STERLING AVENUE DISTRICT.

Tuition,.....	\$ 6,391 25	
Janitor,	386 00	
Fuel,.....	620 90	
Furniture,.....	47 35	
Repairs,.....	427 91	
Heating Fixtures,.....	79 25	
Supplies,	341 03	
Insurance,	213 11	
Rent,	77 68	
		\$8,584 45

MAYFLOWER STREET DISTRICT.

Tuition,.....	\$ 9,207 50	
Janitor,	456 00	
Fuel,	879 89	
Furniture,.....	578 30	
Repairs,.....	877 01	
Heating Fixtures,.....	56 50	
Supplies,	327 44	
Insurance,.....	98 04	
Rent,	1,150 00	
		\$13,630 68

WILSON AVENUE SUB-DISTRICT.

Tuition,.....	\$ 180 00	
Janitor,	18 00	
Fuel,.....	10 10	
Furniture,.....		
Repairs,	61 07	
Supplies,	14 60	
		\$283 77

PERRY STREET SUB-DISTRICT.

Tuition,.....	\$ 1,050 00	
Janitor,	105 00	
Fuel,.....	50 50	
Furniture,.....		
Repairs,	40 20	
Heating Fixtures,.....	12 50	
Supplies,	25 25	
Insurance,.....	18 30	
		\$1,301 75

HICKS STREET DISTRICT.

Tuition,.....	\$ 5,374 00	
Janitor,	349 00	
Fuel,.....	415 46	
Furniture,.....	39 65	
Repairs,	456 06	
Heating Fixtures,	25 47	
Supplies,	219 23	
Insurance,.....	71 14	
Rent,	225 00	
		\$7,175 01

KENTUCKY STREET DISTRICT.

Tuition,.....	\$ 5,882 75	
Janitor,	400 00	
Fuel,.....	446 69	
Furniture,.....	39 75	
Repairs,	543 17	
Heating Fixtures,.....	38 30	
Supplies,	178 44	
Insurance,.....	158 61	
Rent,	56 00	
		\$7,742 71

PEARL STREET SUB-DISTRICT.

Tuition,.....	\$ 4,010 00	
Janitor,	240 00	
Fuel,.....	150 22	
Furniture,.....	19 75	
Repairs,	258 03	
Heating Fixtures,.....	40 00	
Supplies,	223 41	
Insurance,	58 50	
		<u>\$4,999 91</u>

WASHINGTON STREET SUB-DISTRICT.

Tuition,.....	\$ 2,140 50	
Janitor,	160 00	
Fuel,.....	132 60	
Repairs,.....	162 93	
Heating Fixtures,.....	35 56	
Supplies,	61 93	
Insurance,	22 60	
		<u>\$2,716 02</u>

PENN STREET SUB-DISTRICT.

Tuition,.....	\$ 1,275 00	
Janitor,	112 00	
Fuel,.....	81 60	
Furniture,.....	2 75	
Repairs,	138 42	
Supplies,	37 66	
Insurance,.....	11 96	
		<u>\$1,659 39</u>

WADE AVENUE DISTRICT.

Tuition,.....	\$ 258 75	
Janitor,	24 00	
Fuel,.....	5 35	
Furniture,.....	27 00	
Repairs,.....	127 33	
Supplies,.....	23 10	
		<u>\$435 53</u>

HEIGHTS DISTRICT.

Tuition,.....	\$ 1,044 50	
Janitor,.....	93 00	
Repairs,.....	461 69	
Supplies,.....	38 50	
Rent,	52 36	
		\$1,690 05
Salary of Special Teachers,.....		\$2,670 00

OFFICE OF THE BOARD AND SUPERINTENDENT.

Rent,	\$ 233 33	
Fuel,.....	35 55	
Repairs,	11 23	
Supplies,	137 37	
		\$417 48

SALARIES OF OFFICERS.

Superintendent of Instruction,.....	\$ 3,816 63	
Secretary of the Board of Education,.....	624 98	
Superintendent of Buildings,.....	1,015 75	
		\$5,457 30

GENERAL INCIDENTAL EXPENDITURES.

Improvement of streets and sidewalks,.....	\$ 455 03	
Taking School Census,.....	312 00	
Expenses of Normal Institute,.....	300 00	
Printing,	345 81	
Paid Board of Examiners,.....	272 00	
Frescoing Central High School Hall,	350 00	
Interest on Loan,.....	238 00	
Heating Fixtures, (schools at large,).....	537 72	
		\$2,810 56

MISCELLANEOUS EXPENDITURES.

Microscope for West High School,.....	\$ 62 00	
Expenses E. R. Perkins, Esq. and Sec., to Cincinnati,	36 25	
Piano Tuning,	34 00	
Salary of Librarian,	60 00	
Care of Superintendent's office,.....	76 00	
Expenses of Superintendent in procuring Teachers,	125 00	
Gas,	65 17	
		\$458 42
Total Expenditures,		\$129,908 65
Balance in Treasury,.....		\$ 28,521 19

SCHOOL CONSTRUCTION FUND.

RECEIPTS.

Proceeds of Bonds negotiated,	\$291,454 74
Proceeds of sale of Buildings,	1,000 00
From all other sources,	101 00
Total Receipts,	\$292,555 74

EXPENDITURES.

STERLING AVENUE DISTRICT.

Construction of Building,	\$ 32,397 42
Services of Architect,	1,917 45
Plumbing,	1,504 47
Heating Fixtures,	8,561 98
Total,	\$44,381 32

KENTUCKY STREET DISTRICT.

Construction of Building,	\$ 12,844 56
Furniture,	2,954 00
Services of Architect,	570 00
Heating Fixtures,	4,000 00
Use of Lot,	10 90
Total,	\$20,379 46

ELEVENTH WARD BUILDING.

Construction of Building,	\$ 14,108 36
Services of Architect,	1,312 94
Total,	\$15,421 30

SECOND WARD BUILDING.

Construction of Building,	\$ 10,051 56
Services of Architect,	1,312 94
Total,	\$11,364 50

FIFTH WARD BUILDING.

Construction of Building,	\$10,662 16
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MAYFLOWER STREET DISTRICT.

Furniture,	\$780 80
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EAST ST. CLAIR DISTRICT.

Furniture,.....	\$390 40
Advertising,.....	\$71 50

SCHOOL LOTS.

Eleventh Ward School Lot,.....	\$ 1,071 83
Seventh Ward School Lot,.....	856 15
Second Ward School Lot,.....	35,873 93
Fifth Ward School Lot,.....	17,888 00
Kentucky Street School Lot, (addition to).....	2,151 00
Total for Lots,.....	<u>\$57,840 91</u>
Total Expenditures,	\$161,292 35
Receipts over Expenditures,.....	\$181,263 39

Respectfully submitted,

M. G. WATTERSON,

Secretary.

REPORT.

OF

SUPERINTENDENT OF INSTRUCTION.

SUPERINTENDENT'S REPORT.

To the Board of Education, City of Cleveland :

In obedience to the law under which the schools of this city are organized and controlled, I have the honor to submit this, my First Annual Report.

The following is a summary of the accompanying Statistical Tables :

	MALES.	FEMALES.	TOTAL.
The whole number of pupils entered during the year.....	5,187	4,967	10,154
Average number belonging	3,618	3,442	7,060
Average daily attendance.....	3,401	3,222	6,623
Average daily absence	217	220	437
The per cent. of daily absence.....	5.9	6.4	6.2
Of the above there were registered in the High Schools.....	133	163	296
Average number belonging.....	108	125	233
Average daily attendance.....	104	119	223
Average daily absence.....	4	6	10
Per cent. of absence	3.7	4.9	4.4

Thus we sum up in a few figures, the number and attendance of the children taught in the Public Schools of Cleveland, during the school year ending June 26th, 1868.

It is gratifying to note the fact, that the average daily attendance of this year was greater by 721 than it was the previous year; and that the average daily absence is only six and two-tenths per cent. of the average number belonging or counted as due from day to day; but while I congratulate the Board on the increased attendance and the apparently small number of absentees, I would respectfully call attention to the fact, that of the 10,154 pupils who came into the schools, for a longer or shorter period, during the year, the actual daily attendance was only 6,623.

SHORT TIME AT SCHOOL.

If the 10,154 children who appeared at school, had, every one of them, entered at the beginning and remained till the close of the year, the average daily absence would have been the difference between 10,154 and 6,623, or 3,531—more than one-third of the number. The small apparent *per cent.* of absence, is due to the care which is taken to keep down the number, nominally belonging, by promptly striking from the list of pupils the name of every one who, by any circumstance, gives ground for the suspicion that he may not return after an absence of a day or two, and of all, without exception, after five consecutive days' absence, whether they are expected to return or not.

The following statement, derived from Table No. 2, shows more faithfully than the general summary, the character of the attendance upon the schools:

The number in school less than two months.....	1,117
Two, and less than four months.....	2,116
Less than four months.....	3,244
Four, and less than six months.....	907
Less than six months.....	4,140
Six, and less than eight months.....	1,226
Less than eight months.....	5,366
Eight, and less than ten months.....	2,126
Less than ten months.....	7,492
In school the entire year.....	2,662

If we deduct this 2,662, the number of children who were in attendance the entire year, we find that the average time at school for the rest was but little more than one half of the year.

MINOR IRREGULARITIES.

Short as the time is that children are in school, each year, we find, on inspection of Table No. 3, that the advantages of their attendance are still further reduced by minor irregularities. Of the 10,154 pupils registered, there were—

Absent two or more days per week.....	105
Absent over one, and less than two days, per week.....	415

Absent more than one day per week	520
Absent one half, and less than one day, per week	1,505
Absent more than one half day per week...	2,216

AGE OF PUPILS.

The age of pupils is not without importance in making up a just estimate of the value of school attendance, and I would respectfully solicit the attention of the Board to the following summary of Tables 4 and 5, appended to this Report:

SUMMARY,

Showing the No. of Children enumerated in the City, and the No. in School at the respective ages.

AGES.	MALES.			FEMALES.			TOTAL MALES & FEMALES.		
	No. Children enumerated at respective ages.	No. Registered in school at respective ages.	Per cent. of enrollment on enumeration.	No. Children enumerated at respective ages.	No. Registered in school at respective ages.	Per cent. of enrollment on enumeration.	No. Children enumerated at respective ages.	No. Registered in school at respective ages.	Per cent. of enrollment on enumeration.
Five,	1016	---	---	901	---	---	1917	---	---
Six,	1116	922	82.6	1083	878	81.	2199	1800	81.8
Seven,	1094	578	52.8	1092	597	54.7	2186	1175	53.7
Eight,	1064	659	62.	1135	598	52.6	2199	1257	57.1
Nine,	954	583	61.	1018	529	51.9	1972	1122	56.9
Ten,	1038	627	64.	1069	555	52.	2107	1182	56.1
Eleven,	922	487	52.8	900	498	55.8	1822	985	54.
Twelve,	952	480	50.4	940	434	46.1	1892	914	48.3
Thirteen,	750	354	47.2	812	320	39.5	1562	674	43.1
Fourteen,	684	243	35.5	814	233	28.6	1498	476	31.1
Fifteen,	609	118	19.3	709	136	19.1	1318	254	19.3
Sixteen,	549	88	16.	671	101	15.	1220	189	15.5
Seventeen,	493	27	5.5	617	45	7.3	1110	72	6.4
Eighteen,	488	13	2.7	662	25	3.7	1145	38	3.3
Nineteen,	464	6	1.3	481	8	1.6	945	14	1.5
Twenty,	406	2	.5	325	---	---	731	2	.03

From this summary, it appears that more than four-fifths of all the children in the city, at six years of age, go into the Public Schools; that, from seven to eleven, inclusive, little more than one-half are entered upon our registers, and that, thereafter, the proportional number diminishes rapidly, and at sixteen, less than one in six remains. From thirteen to sixteen, inclusive, little more than one in four attends school.

It will be perceived that our tables furnish no data by which to determine how long the pupils of the several ages remain in school. From general observation, however, we judge that a large number of the older pupils attend during the winter months only. If this be so, the fact will go far to abate any gratification which may be felt, that we secure the attendance of at least one-fourth of the youth of our city, at the period of life when they might derive the greatest good from being at school.

REMARKS ON ATTENDANCE.

We have presented as clearly, yet as succinctly as possible, such facts in regard to the attendance upon our schools, as will enable the Board to estimate its real value. To give the grand totals of enrollment and attendance would be of little advantage, in summing up the results of our Common School system. It might gratify our vanity to note the rapidity of its growth, but we should derive little knowledge, therefrom, as to its probable influence upon the future intelligence of our people.

I do not desire to create the impression that only those who are in our schools are enjoying the advantages of school instruction. There are thousands in the private and parochial schools. There are many others who are getting the education of trade and of the workshop, a training that at once disciplines the mind and prepares for the avocations of life: but with all these allowances, we must conclude that there are hundreds and even thousands of children who are receiving only the education of the streets; or who are engaged but now and then in mechanical employments of so low a nature that their minds are stultified rather than developed or enlightened. Certain it is that, though our schools are wide open to every comer, there are thousands who leave them annually with a very small share of the advantages that might be derived from them.

It is not probable that this state of affairs will soon be remedied. So long as poverty compels parents to draw upon the labors of their children for assistance, so long as

improvidence or misfortune reverses the law of nature by which the parent is called upon to provide for his family, and drives the child to become the provider, so long will the present state of affairs continue to a greater or less extent. But who will say that all this non-attendance is the result of necessity. Who will say that, in some cases, it is not the result of avarice, that, in many more, it is not because of a want, on the part of parents, of a just appreciation of the nature and value of education.

Whatever be the causes of the early withdrawal of children from school, whether it be the poverty, the avarice or the ignorance of parents, it is clearly the duty of society and the State to correct it as far as possible, for the welfare, even the perpetuity of our free institutions depends upon the intelligence of our people. If the difficulties of which we complain spring from poverty, the parent should be assisted to keep his children at school, certainly till he can read, write and cipher sufficiently well to enable him to transact business with readiness and accuracy, and until he has acquired such mental development as will enable him to perform independently and intelligently the duties of a citizen. If non-attendance springs from the avarice of parents, or the waywardness of children, the State should intervene to protect itself and the child; if the ignorance of the parent stands in the way, it is the duty of all educated men, it is the duty of the pulpit—in self-defense, to enlighten him.

One lesson, at least, we may learn for our own guidance. For the short time the children are under our care, no pains should be spared to do for them all that can be done. The readiest tact, the widest experience, the noblest influence should be brought to bear upon them in the school room. We should not, must not, rest satisfied with merely instructing them in the rudiments of a common school education, but we must aim to implant in them a love of learning, inspire them with noble aspirations; we must labor hard to send them from our hands with impulses at least, to become good scholars, and good men. We have no time

to lose. One half of the children at eleven years of age, now in the schools, will leave us before the lapse of two years. We must do for them now all that skillful devotion can do.

THE NUMBER AND ORGANIZATION OF SCHOOLS.

When I was called to this city, there were ten Grammar and two High Schools. The Grammar schools occupied the third stories of as many school buildings. The first and second floors were occupied by lower grades. In addition to these Grammar School buildings, as they were called, there were seven smaller buildings, for the accommodation of some of the younger children. The following is a list of the Grammar Schools and of their tributaries, of lower grade, not located in the same building, or upon the same lot with themselves, together with the number of teachers employed in each:

GRAMMAR SCHOOLS.		TRIBUTARIES NOT LOCATED IN THE SAME BUILDING.		NO. TEACHERS.
Eagle Street,	9 Teachers.	Prospect Street,	4 Teachers.	13
Brownell Street,	17 "	One colony in rented rooms,	1 "	18
Rockwell Street,	6 "	" " " "	2 "	8
West St. Clair Street, ..	6 "	Bank Street,	2 "	8
East St. Clair Street, ..	9 "	Middle St. Clair,	4 "	
		Case Avenue,	4 "	
		Merchant Street, rented room, ..	1 "	18
Hudson Street,	7 "	Two colonies in rented rooms, ..	2 "	9
Mayflower Street,	10 "	Perry Street, 2, rented rooms, 4, ..	6 "	16
Pearl Street,	6 "			6
Hicks Street,	8 "	One rented room,	1 "	9
Kentucky Street,	7 "	Penn Street, 2, Washington, 4, ..	6 "	13
				118

If to these we add the ten teachers in the two High Schools, we find an aggregate of 128 teachers in September, 1867.

The relation of the separate schools, of lower grade, to the Grammar Schools, was only apparent in the fact that their pupils were promoted to them annually, or when circumstances seemed to require. Their reports were made quarterly and annually directly to this office. On my taking charge of the schools it was arranged that the Principal of each Grammar School should report for all the

schools promoting thereto, and that, in every respect, he should act as principal of all the schools in his Grammar School District.

CLASSIFICATION.

The next step was to classify the schools. There were Primary, Secondary, Intermediate, and Grammar Schools, it is true, but the work of the Primary would frequently overlap the proper work of the Secondary, yet none the less would it go under the name of a primary class. Some Intermediates were doing the work of Secondary classes, really, if not nominally, but still they would be called Intermediates, for the reason, it may be, that they occupied the second floor of the building. The lowest classes of some of the Grammar Schools were far behind some of the Intermediates, but, notwithstanding, they were dignified by the title of Grammar classes. It is true that the course of study was not sufficiently definite, but the course of study was seldom made the basis of advancement. A crowded Primary school would force large classes into the Secondary, thereupon they became Secondary classes. Pupils would be taken forward to fill up depleted Grammar schools, sometimes, even without having pursued the studies of the Intermediate, yet upon the instant they became Grammar School scholars.

To facilitate the work of classification, a new course of study became necessary, prescribing the exact limits of the work to be done in each grade. Such a one was promptly adopted by the Board, and all the classes were put upon it. To work them completely into it, will require two or three years.

The number of sub-divisions in each school room has been greatly reduced. In the Primary and Secondary schools, (now the Primary A B C and D,) the number of sub-divisions ranged from four to seven. On account of this great multiplicity of classes, little time was left for anything but the alternating reading and spelling, and spelling and reading. When I talked to teachers of

teaching the children in the Secondary schools to write, or of introducing exercises for the development of mind, of cultivating habits of careful observation and clear and correct expression, of giving more attention to arithmetic; in short, of giving attention to those things which are of most importance for discipline and for use in life, we were told that they had no time for such things. On examination it was found that this was true. The programme of daily exercises was already full to repletion. The number of classes had been needlessly multiplied till it was impossible to give them desirable attention even in those things which they were attempting to do. The only remedy lay in the reduction of the number of classes. Where there were several small classes, differing but little in advancement, they were consolidated. In the smaller schools this did not suffice, there the boys and girls were classified together and seated in the same rooms. By these means we have succeeded in reducing the classes in most of the schools to one. It should not be understood that all the pupils, in the one class, recite together in every study. This is true in some exercises only, in others they are separated into two divisions; but even then, the lessons for both divisions are the same. The same instructions, the same examples for practice, suffice for both. In this way is the work of the teacher economized. What she does for one pupil, is, in a certain measure, done for all. She has now time to give original explanations and illustrations in the several subjects of study, time to train her pupils in the use of the English language, time to excite thought, time to inspire them with some interest in literature and science. Formerly she was compelled to confine her attention to hearing them recite what they had learned from books, now she has time to be their instructor as well.

So manifest were the advantages of having but one class to the teacher, that the work of consolidation has gone on more rapidly than I at first designed. When it was commenced there were not more than ten or twelve schools

below the Grammar School grade in which the boys and girls were brought together in the same school rooms. Now, there are scarcely more in which it is not done. The almost universal observation and experience of educators, testifies to great advantages to be derived from the intermingling of the sexes in the same classes. It trains each one to a truer estimate of the other, it inspires each with a higher degree of self-respect and self-reliance. No truth has been more certainly demonstrated, by the experience of mankind, than that association in youth is the surest guaranty for the welfare and dignity of more advanced years.

REDUCTION OF NUMBER OF GRAMMAR SCHOOLS.

Last year the highest divisions of the Grammar Schools, heretofore enumerated, did not average more than fifteen or sixteen pupils the year through. Three of them numbered only from five to ten each; but, though the pupils were so few, the classes yet occupied one half of the time of their respective teachers. The apartments occupied by them, had then, as they still continue to have, in the aggregate, hundreds of unoccupied seats. On the representation of these facts to the Board, the number of Grammar Schools was, at the close of the year, reduced from ten to seven. By some a still further reduction was deemed advisable. To me, it seems clear that it is entirely practicable to consolidate these schools till each one shall have at least from forty to fifty in its most advanced class. Were there any loss to the efficiency of these classes to be apprehended, we should certainly hesitate to recommend the change, but even in such a case, it might be questioned whether a fair and equitable division of the school funds would not require some retrenchment in this quarter, so long as it is found necessary to crowd the lower departments with a larger number of pupils than can possibly be taught by one teacher with any advantage, larger than the space allotted to them can properly accommodate. But experience has demonstrated that there would be no loss but a gain, rather, in efficiency.

There is one possible advantage, which, though remote, ought not to be overlooked. As soon as the lower grades begin to send up their pupils well prepared for the higher classes, these higher classes, if brought together, at as few points as possible, can be put upon a more liberal and practical course of study than they can be, if scattered in classes too small to occupy the entire time of one teacher. Now, the work of the highest classes, in the Grammar Schools, is exclusively in preparation for the High Schools, and it is often the case that parents withdraw their children as soon as they reach the first grade, simply because the general impression is that the work of this grade does not fit them for the business of life. If it were seen that in the last year of the Grammar School course provision was made for teaching natural philosophy, book-keeping or other branches, the practical utility of which is generally understood, many pupils would be induced to remain who are now withdrawn at the close of the year.

The experience of others in this particular may be of some service to us. When the plan of consolidating the Grammar Schools of this city was first submitted to the Board of Education, I put into the hands of the members copies of a report which I had made some twelve or fourteen years before to the Board Trustees and visitors of the Public Schools of the city of Cincinnati, in which I had proposed the same scheme. That had been adopted; and four Grammar Schools established to accommodate the advanced pupils of the twelve District Schools then existing. To reduce the expenses of the schools, shortly after the breaking out of the recent war, the four were reduced to two, the number of Grammar Schools proper in the city of Cincinnati at this time.

By the last Report of the schools in Chicago, I find that the same plan is proposed in that city. The principal argument used by the Superintendent in favor of "the Cincinnati plan" is, that many parents are unable or unwilling to send their children to the High School, who would gladly

avail themselves of an opportunity to give their children a knowledge of certain important branches if it could be attained in the Grammar Schools.

COURSE OF STUDY.

The course of study adopted by the Board, in the year 1868, provides a specific work, for each term, in each study pursued by the several classes. It is a minute working plan, such as has been found to be necessary in all large systems of schools, both in this and foreign countries. It is by the direction of such an outline, only, that each teacher of a large *corps* can fit his work to the work of the class below and properly prepare his scholars for the studies of the next higher grade. It secures slow but continuous progress from year to year. It affords a standard by which the work of the teacher can be measured.

One feature of this course, as of the more improved courses of study now generally adopted, is, that it so shapes the instruction of the child, that it may be of the greatest possible benefit to him, at whatever time he may leave school.

In our summary of statistics, we have seen that our pupils drop out of school so rapidly, even from the time of their first entrance at six years of age, that, at twelve, only about half of them remain. We cannot, therefore, promise ourselves that, at twelve or even at ten, we shall be able to make practical application of what they learn in previous years. We dare not put off their instruction and training in the correct use of the English language, till they can take up the study of technical grammar in the higher schools. We cannot say that, when they are ten or twelve years old, they may begin to write and to cipher. What we can do for them to fit them for the work of life must be done now.

Although serious doubts were entertained as to the adaptation of these things, to the capacity of young children, if they could be learned at all, they should be taught them

even from the earliest period of school life. Happily, however, those very things which ought to be taught at this time are the very things which are most easily learned by young children, the things, in fact, which become more and more difficult for them to master as they grow older.

It is within the observation of all, that children trained to a correct use of language, use it correctly through life; while on the other hand, it is found that scarcely any instruction in grammar, at a later period, is sufficient to eradicate the faults of speech contracted in childhood. Within the past ten months, it has been proven, to the satisfaction of all observers, that the primary lessons of arithmetic are thoroughly comprehensible by children in the first and second years of school attendance. Within the same time, the writing of children in the third and fourth years of their course has attained a uniformity and and beauty hitherto unequalled in the Grammar Schools. As a general thing, the compositions of the younger pupils exhibit a sprightliness and readiness of expression rarely found among scholars in the higher forms.

Whether, therefore, we consider the capacities of young children, and the course of training and instruction best adapted to the development of their minds, or inquire what we can do for the little child in our Primary Schools, which will insure him the best possible preparation for life, whenever he may be taken finally from the teacher's care we have but one course to pursue. Every term, we must do for him just what we would do if we knew that term were his last at school.

MENTAL ARITHMETIC.

We have provided for mental arithmetic so far only as it facilitates the work of written arithmetic. Years ago, when it was customary for each pupil to take up the arithmetic and cipher through at his own gait, following the rules of statement and solution without analysis or thought of principle, counting his fingers, it may be, when he wished to be sure of accuracy in simple addition, it was

well perhaps that a separate branch was made of "mental arithmetic," whereby analysis and independent mental effort might be secured. But the teacher who teaches written arithmetic as it should be taught, has no need of teaching "mental arithmetic" as a distinct branch. That branch, as it has been taught, with its slow and labored logical steps, learned, not by any appreciation of logical sequence, but solely by dint of endless repetitions, we believe has been accompanied by advantages in no wise proportioned to the time which it has consumed. If it have any advantages as a discipline of mind, they may be derived from the study of things which in themselves are of greater use.

READING MATTER FOR YOUNG CHILDREN.

Whatever readiness may be acquired in recognizing the words of a school reader, with whatever clearness of articulation and propriety of enunciation and delivery its selections may be read, all is of little avail unless other books may be read with facility and understanding, and further, unless a taste be formed for good reading, and the young man or woman have some information as to what books are worthy of being read. The higher readers, it is true, usually contain selections from our best authors, but each one detached from the connection in which it was written, and which alone gives it interest or importance. Now suppose that a boy learn to read all these with precision and in good style, without ever having his attention called to other productions of the same authors, to their cotemporaries or to the times and circumstances under which they wrote, he would certainly not know any difference between the qualities of Macaulay or Dickens on the one hand, and of J. S. C. Abbott and Ned Buntline on the other, and if he has not the advice of a judicious friend in the matter, what is there to prevent him from taking up the latter rather than the former authors, especially since they are thrust upon him, turn whatsoever way he will?

It is asserted by foreigners, and by Americans who have travelled upon the continent of Europe, that our young men are generally not well informed, that they give no attention to reading, self-culture, &c. Now if this be so, and there is certainly some truth in it, can the young men themselves be to blame when we send them, even from our High Schools so ignorant of the eminent historians of our own day, that they look upon S. G. Goodrich as the standard authority in the history of this country, and soberly tell us that the only works of Macaulay and Prescott with which they are at all acquainted are, *their histories of the United States!** The fact is, we, their teachers, are to blame that we exhaust ourselves in teaching that which is of no importance, or at best, of exceptional use, for the sake of discipline, as we call it, and send them from our hands with uncultivated tastes and without direction to pick their way, as best they may, through the labyrinth of English literature.

To excite a taste for reading in the minds of young children, they need something more than the reading matter to be found in their earlier readers. The lessons conned over and learned by rote lose their interest, the words known by the context, fail to arrest the attention, and the process of learning to read, even, is arrested or becomes very slow indeed. Under such circumstances it would be singular if children acquired a disposition to read for themselves.

Various plans have been suggested to remove this defect in our course of instruction. It has been proposed to supply each Primary School with a set of readers of a different series, but of the same grade as that which is required in the course of study. This is a plan which is specially commended by *Cousin*, in his report upon the schools of Holland, and which is now beginning to be extensively adopted in the schools of this country. It is the readiest and

* Lest it might seem that I am talking of the High Schools of Cleveland alone, it may be proper to say that pupils of the High Schools of three different cities are alluded to in this sentence.

least troublesome in practice. Again, it has been thought a good plan to have the pupils of a school, or as many of them as possible, take some youths' Magazine, and to use it in frequent reading exercises, making the parts read in school, and out of school alike, the subject of frequent conversation. This plan is authorized by our course of study, and has been carried out successfully in many schools, but it is too expensive for general adoption. I have been very cautious not to allow it where there was apparent danger of any kind of mismanagement, and of consequent complaint. What we want is every day school papers, as we have Sunday school papers. When we have them, adapted to the several grades of pupils, and we shall have them very soon, we will have better readers in school and young men and women who will love to read after school days are over.

To give the pupils of the Grammar grades some knowledge of a few of the better class of English poets, it is provided that some short poems may be read entire, when the proper school editions can be had. In the High Schools, increased attention has been paid to the study of English literature, not by the study of any particular text books upon the subject, but by sending pupils to the works of the authors, thus adopting in this branch the method which has been attempted in other things, the study *of* rather than *about* the thing to be learned. The progress of such a method is slow, but every step is secure and attended by its own reward.

OBJECT LESSONS.

To one who will examine the text books used in our primary schools, or who will observe for an hour the instructions of almost any of the prevailing class of teachers, nothing is more evident than that much is presumed to be known by children which they do not know; and that there is expected of them a readiness of apprehension of which they are incapable. What is wanted is not more faithful teaching, in the lessons of the book, but that

teachers should go back of them and excite the faculties of observation and reflection, cultivate the common intelligence of the child, and train him to the correct understanding and use of language.

Such instruction has received the name of "Object Lessons," "Lessons in Observation and Expression;" &c., but, by whatever name it is known, it is nothing more than the teaching which a child receives from the observant and thoughtful parent in regard to the things that lie immediately about him. That it is systematized, as it must necessarily be when introduced into Schools, may mislead some teachers, as well as others, to suppose that it is only another branch which is to have its place by the side of its fellows and take its chances with them. It is not, however, a new study. It is a method by which all subjects should be studied. What there is about it which is new to our Schools, is nothing more than a compensation for the deficiencies in the home culture and training of children, whose parents lack either the time or ability to lead them to an intelligent view of the world about them. It is an attempt, on the part of the Primary Schools, to make its instruction more like the instruction of home. It is an approximation to nature in the processes of education.

Unless these things are provided for and required in the course of study, unless the labors of the teachers in this direction are recognized and duly credited, it is in vain that we look for any culture of the mind independent of that which is incidental to the teaching of reading and spelling. What is demanded on Exmination Day will receive the attention of teachers throughout the term.

METHODS OF INSTRUCTION.

Of the method of instruction sought to be introduced into the schools it is necessary to say but little in this report. That subject belongs rather to the teachers' meetings, where it has been discussed in relation to all the branches of study pursued in the several grades. It suffices to say here, that throughout all the schools, in every

department, we try to build—as we can only build securely—what we would teach, upon what the pupil already knows, or upon what he can discover for himself, believing with Diesterweg, that it is not what is done for us, but what we do for ourselves that most strengthens us, knowing that it is not what we read nor what is told us, that makes the most enduring impressions, but what we see for ourselves.

Other methods are easier for the teacher, but none more advantageous to the scholar. To the teacher it would be much easier, for instance, to tell a pupil or have him learn from a book that the plural of nouns ending in *y* is sometimes formed by changing *y* into *i* and adding *es*, and sometimes regularly, than it is to direct his researches until he discovers the law for himself, but there cannot be any question that a habit of observation, reflection, active research is of more value than that of mere passive receptivity.

We aim to apply this method wherever possible, not in the Grammar and High Schools alone, but in the very lowest classes of the primary departments. We find occasion for its exercise in teaching the very first lessons in reading and numbers, as well as in the highest lessons of rhetoric and Geometry. We *aim* to apply it, we say, whenever the nature of the subject will admit of it. A large number of our teachers seem to have apprehended it in its entirety, they accept it as their *law* in teaching. Some, I think, have met with eminent success in its application; that there should have been some failures, is not to be wondered at. It is, however, very agreeable to be able to say, that with scarcely a single exception, all have labored to the very best of their ability to understand and carry it out.

APPARATUS FOR PRIMARY SCHOOLS.

It was thought judicious to expend the money appropriated by the Board for the purchase of apparatus for Primary Schools, only so fast as it came into earnest demand by the teachers themselves. A tool, the use of which is

not familiar, and the necessity for which is not perceived, may lie near at hand but unemployed, for an indefinite period of time. So this apparatus, had it been supplied before the necessity for it became apparent, it would have been not only useless but also exposed to damage in various ways.

The articles thus far supplied under the special appropriation are:

To each Room:

- 1 Foot Rule.
- 1 Yard Stick.

To each Separate School:

- 1 box containing five thousand long match sticks, done up into bundles of tens and hundreds.
- 1 Balance.
- 1 Set of Weights, Avordupoise.
- 1 Set of Dry Measures.
- 1 Set of Liquid Measures.
- 2 Sets of Color and Form Cards.

To each A Class of the Primary Schools:

- 1 Large Map of the City of Cleveland.

As other articles seem necessary they will be supplied. The liberal policy of the Board in furnishing this apparatus is good economy. It costs but very little in proportion to the immense outlay for teachers' salaries, yet it very greatly enhances the value of their services. A child may with difficulty conceive the appearance of a simple instrument or machine, say of a Roman plow, a transit instrument, or a stage coach, from a verbal description, with less labor he would comprehend it by the aid of a picture, but if he could see the thing itself, an instant's inspection would fix it in memory, perhaps forever. Visible illustrations are considered of great use in the instruction of adults, as in our higher institutions of learning. That they are less freely supplied to Primary Schools, is, perhaps, because the learners cannot speak for themselves, and may not choose those schools where they are to be found. There are rights of childhood not yet generally understood.

SUPERVISION.

One hundred and seventy teachers, very few, hardly a dozen of them trained or experienced in our method, or in any one course of instruction, most of them with no previous professional instruction of any kind, and possessed of only such experience as they have been able to pick up in country schools,—one hundred and seventy such teachers, called together to do a work which is either in continuation of or in preparation for the work of others, such teachers, able as they may be by natural endowment, devoted as they may be to their work, in such a business, or in any business, the roughest that hewers of wood and drawers of water might be called to do, cannot be expected to fit their work to each other, or make even and proper steps from the beginning to the end, without constant oversight and direction.

This daily supervision of the teachers' work, many years ago, in different places, excited the attention which it deserves. For more than twenty-five years there has been a principal to each Grammar and Primary School in New York city, whose sole business is to direct the labors of his assistants, never exceeding thirty-five in number. The same plan, somewhat modified, has prevailed for a long time in some of the other eastern cities. From twelve to fifteen years ago, the principals of the Grammar and District (Primary) Schools, of Cincinnati, were required to give their entire time to the oversight of their respective schools. In view of these examples, Boston has, within the last two years, inaugurated the same plan. Several years ago, the Superintendent of schools in the city of Chicago attributed several improvements which he had observed, in the schools of Cincinnati, to the intimate supervision of the principals; and, last year, the President of the Board of Education again called attention to the same matter.

In Boston, to each Grammar School there are several Primary Schools attached, and in consequence, the princi-

sciences should be taught in our schools are first, that our pupils may acquire at least a sort of literary acquaintance with scientific facts, and in the second place, that they may acquire what is of much more value, training in the methods of scientific inquiry. These purposes require different methods of study and instruction.

General scientific information requires only general instruction. A series of oral lessons, with illustrations, experiments, &c., would suffice. Such a course should attempt nothing more than the presentation of the more important facts and principles of science, and each lesson ought, uniformly, to be followed by a written reproduction on the part of every pupil. All the branches of natural science should be taught in this way, excepting Natural Philosophy, Botany, and perhaps Chemistry, which should be reserved for more careful study, with a view to training as well as information. The time to be given to each branch in this cursory way should not be more than half of what is now required.

Training, in the processes of scientific inquiry, requires the method of investigation. It must be a search after facts and principles. It is of no avail for the student to learn them—so far as his training is concerned—from another, whether it be from the teacher or from a book. He must learn them by his own observation. On these observations, principles must be established by his own reasoning. Wild though his generalizations may be, yet he must be encouraged to make them. Additional facts, observed under the guidance of a teacher who is himself familiar with the growth of the science which is chosen as the training ground, will serve to correct defective theories. Approximation after approximation will be made and finally truth discovered. Such training is to be obtained from a thorough investigation of the facts and principles of one science, not the discursive study of many. Natural Philosophy or botany should be chosen as the earlier and chemistry as the later field of such inquiry, because in these the facts are more readily observed than in any of the other sciences.

EXAMINATIONS.

During the first term of the year, it was represented by teachers of the High Schools, that many pupils of the class just admitted, were not sufficiently qualified for the studies they were then pursuing. I was induced by these representations to institute as a test, two separate examinations of the class, upon the subject of Arithmetic. A review of the results of these examinations might serve to excite the more earnest reflection, but time does not now permit it. Suffice it to say, that they fully justified the persistency with which the subject had been pressed upon my attention. The whole matter was submitted to the Board. Acting under the advice of a special committee appointed to take the matter under consideration, I reduced about one-third of the pupils of the class in the East High School and about one-half of the class in the West High School to the grade of the Grammar School, but made provision for their instruction in the High Schools themselves, employing a special teacher for this purpose, in the West High School. At the end of the year, they took their places with the pupils then admitted from the Grammar Schools.

Warned by this experience, we were cautious to prepare questions for the recent examinations, such as would test the real mental development of the pupils, rather than the degree of special preparation made for the occasion. The result seems to be that the present class of both schools is well prepared for the work that lies before them. In our examinations for promotion, we purpose to be equally careful to see that pupils have done their work so thoroughly that they can advance with ease and confidence.

In these examinations it does not seem well to demand any uniform percentage of correct answers to the questions submitted from time to time. The standard required for advancement should always be determined by the nature of the questions used. Twenty-five per cent. on one set of questions may evince more thorough study and more faithful instruction, than seventy-five or a hundred per cent. on another.

By some it is maintained that questions should be carefully adapted to the text book and to the course of instruction; that they should be of equal grade, from year to year; but it is objected by others, and with seeming justice, that such a course leads to memorizing and routine. Nothing is easier than to "cram" for such a test as this, and nothing can have a stronger tendency to relieve the student from the necessity of reading and thinking for himself than the reflection that all he has to do, to prepare for a given examination, is to remember what the book or teacher tells him. That education can hardly be said to be of any great value, which does not give its subject the power to suit the statement of a well known principle, to a question put in a form a little varied from that to which he has been accustomed. It should be remembered that information is not the great end of all our labor; but that it is power, intellectual and moral strength to grapple with and overcome difficulties. There is nothing which we should more carefully avoid than to allow the exercise of mere memory to supplant the exercise of the nobler powers of the mind.

The condition of advancement from grade to grade is one of the most difficult problems which now engage the thought of educators. On the one hand, it is clear that great disadvantages are to be apprehended from indiscriminate advancement without regard to proficiency; but, on the other hand, it is equally certain that the rigorous demand of any given standard of promotion is likely to do great injustice to large numbers of pupils. It is not probable that we shall fall into the first error. It is desirable that we avoid the second, if possible.

Every individual is entitled to the education best suited to his capacity. The course of instruction adapted to one individual, is not adapted to another. All cannot learn all branches, with anything like equal success. Should a pupil, then, be arrested in his progress, because he cannot attain a certain standard in one or more of his studies, when his ability to pursue others is demonstrable? Should not opportunity be given such a one, to go on in that which

he can master? As for the Grammar School studies, it may well be maintained that they are essential alike to all. The same can be said of some of the High School studies, history for instance, and a thorough acquaintance with one's mother tongue. But, outside of these, what latitude may be given to individual tastes, what allowance should be made for individual capacities? It would seem clear that these when well ascertained should determine the whole course of instruction of every boy and girl. On the other hand, a problem of no little difficulty arises. How can departures from a regular course of study be allowed and yet pupils and teachers be held to proper accountability. How can it be done without a large increase in the teaching force of the schools? Until these questions are solved, and so long as a course of study is prescribed by the Board of Education, it is judicious to adhere to the course, modifying it only so far, in special cases, as may be consistent with the best interest of the whole system. In all institutions established for the good of the masses, we must, so far as our means allow, pursue that course which yields the greatest good to the greatest number.

CONCLUSION.

In closing this Report, it is due that I make public acknowledgment of the universal co-operation I have met with since I came among you, a stranger to you all. Amidst the multiform and multitudinous labors of the office, I have been without exception sustained and encouraged by your kind consideration and forbearance. If the measures proposed and the policy pursued have been successful, it is due to the suggestions and advice which I have received, rather than to my own foresight or wisdom. In the very important matters committed, under your rules, to the discretion of the Superintendent, you have never sought in any way to constrain my judgment or my action. In such particulars I have freely sought advice, but never have been met with dictation. In all respects in which I have been responsible, I have been also untrammelled.

To the editors of the daily press, and to the hundreds of citizens with whom my official duties have brought me into frequent contact, my warmest thanks are due, for their uniformly kind consideration.

Of the teachers I find it difficult to speak in fitting terms. It would really be far short of the truth, if I were to say, only, that I have met with their hearty co-operation. Early in the year, a partial re-organization of every school, a re-arrangement of almost every class became necessary; and subjects and methods of instruction, to which they were wholly unused, were recommended. Without exception, they went to work, each one as if the scheme were her own and as if she only were responsible for its success or failure. When at times, it has seemed to be judicious to pause in the work of change, and to leave it to time to work a reform, as for instance in the classification of the schools, they have urged that decisive steps might be taken without delay, at whatever cost of labor it might be to themselves. If therefore marked changes have seemed to succeed each other, with great rapidity, it is because I have been sustained by the earnestness and enthusiasm of those who had to bear every burden.

A school may be supplied with all the appliances of convenience and elegance which ingenuity can devise and wealth can purchase, yet, if it have not a good teacher, it will be a poor school, while another may have no other shelter than the "hut on the bleak hill-side," and yet be a good school, if it have a good teacher. The poor teacher in the palace will stultify the intellect, the good teacher, in the hovel, will raise her pupils to her own level. Let the patrons of the school in the palace exchange their teacher and building for the hovel and its teacher, and they will be infinite gainers. It is well to have magnificent school houses, but let the city which would be first, look to its teachers.

Respectfully submitted,

ANDREW J. RICKOFF,

Superintendent of Instruction.

Rooms of the Board of Education, }
January 1st, 1869. }

TABLE NO. 1.—ACCOMPANYING SUPERINTENDENT'S REPORT.
Showing the number of Teachers employed, amount paid for Tuition, the Error ment, Attendance, etc., for the School Year ending June 26th, 1888.

SCHOOLS. NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	Aver. No. of T'chs		Amount paid for Tuition †.	MALES.						FEMALES.						TOTAL, MALES & FEMALES.							
	Males.			Females		No. Registered.	Average No.	Belonging.	Average Daily Attendance.	Average Daily Absence.	Per cent. of Daily Attendance	Number Registered.	Average No.	Belonging.	Average Daily Attendance.							Average Daily Absence.	Per cent. of Daily Absence.
Eagle,.....	1	12	\$ 8,070.50	442	300.4	278.6	21.8	7.3	7.3	474	330.7	305.	25.7	7.9	7.9	916	631.1	583.6	47.5	7.6			
Rockwell,.....	1	8	4,580.00	289	195.6	184.4	11.2	5.7	5.7	283	195.6	183.1	12.5	6.4	6.4	572	391.2	367.5	23.7	6.			
West St. Clair,.....	1	7	5,200.00	260	177.3	163.9	13.4	7.5	7.5	249	170.7	156.	14.7	8.6	8.6	509	348.	319.9	28.1	8.1			
Brownell,.....	1	17	10,673.00	645	493.5	468.1	25.4	5.1	5.1	657	475.7	450.	25.7	5.4	5.4	1302	969.2	918.1	51.1	5.2			
East St. Clair,.....	1	20	12,108.00	804	548.	500.	48.	8.7	8.7	705	467.	425.	42.	8.9	8.9	1509	1015.	925.	90.	8.8			
Shudson,.....	1	11	6,391.25	429	290.2	278.5	11.7	3.7	3.7	375	258.1	249.	9.1	3.9	3.9	804	548.3	527.5	20.8	3.8			
Mayflower,.....	1	18	10,257.50	672	488.6	466.8	21.8	4.4	4.4	611	435.4	417.1	18.3	4.1	4.1	1283	924.	883.9	40.1	4.3			
Pearl,.....	1	5	4,010.00	198	108.1	98.5	9.6	8.8	8.8	184	110.5	102.8	7.7	7.	7.	382	218.6	201.3	17.3	7.9			
Hicks,.....	1	8	5,374.00	381	242.6	232.	10.6	4.3	4.3	332	222.8	213.1	9.7	4.2	4.2	713	465.4	445.1	20.3	4.3			
Kentucky,.....	1	18	9,298.25	633	394.	370.	24.	6.	6.	644	393.	363.	30.	7.	7.	1277	787.	733.	54.	6.			
Wade Avenue,.....	1	1	258.75	64	50.5	48.	2.5	5.	5.	68	54.5	51.	3.5	7.	7.	132	105.	99.	6.	6.			
University Heights,.....	*2	6	1,044.50	194	184.	173.8	10.2	5.	5.	176	169.4	156.5	12.9	7.	7.	370	353.4	330.3	23.1	6.6			
Warrensville Road,.....	2	2	180.00	43	37.1	34.8	2.3	6.	6.	46	33.3	31.2	2.1	6.4	6.4	89	70.4	66.	4.4	6.2			
Total Gram. & Prim. Sch's	13	133	\$77,445.75	5054	3509.9	3297.4	212.5	9.2	9.2	4804	3316.7	3102.8	213.9	6.4	6.4	9858	6826.6	6400.2	426.4	6.2			
Central High School,.....	3	3	\$ 7,021.00	104	81.	77.5	3.5	4.3	4.3	110	81.5	77.	4.5	5.5	5.5	214	162.5	154.5	8.	4.9			
West High School,.....	+2	3	4,193.66	29	26.6	26.1	.5	1.9	1.9	53	44.1	42.4	1.7	3.8	3.8	82	70.7	68.5	2.2	3.2			
Total High Schools,.....	5	6	\$11,214.66	133	107.6	103.6	4.	3.7	3.7	163	125.6	119.4	6.2	4.9	4.9	296	233.2	223.	10.2	4.4			
Grand Total,.....	18	139	\$88,660.41	5187	3617.5	3401.	216.5	5.9	5.9	4967	3442.3	3222.2	220.1	6.4	6.4	10154	7059.8	6633.2	436.6	6.2			

† Since named Sterling Avenue.

‡ Exclusive of special Teachers.

§ One German Teacher.

† † Teacher of German and Greek employed a part of the time.

* One German Teacher. † A Teacher of German and Greek employed a part of the time. ‡ Exclusive of special Teachers. § Since named Sterling Avenue.

TABLE NO. 2.—ACCOMPANYING SUPERINTENDENT'S REPORT.
Showing time of continuance in School.

SCHOOLS. NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	MALES.						FEMALES.						TOTAL MALES & FEMALES, WITH PER CENTS.										The whole No. Registered.					
	No. in School less than 1 month.	No. in School 2 and less than 4 months.	No. in School 4 and less than 6 months.	No. in School 6 and less than 8 months.	No. in School 8 and less than 10 months.	No. in School the entire year.	No. in School less than 2 months.	No. in School 2 and less than 4 months.	No. in School 4 and less than 6 months.	No. in School 6 and less than 8 months.	No. in School 8 and less than 10 months.	No. in School the entire year.	Per cent. on the whole	No. in School less than 1 month.	No. in School 2 and less than 4 months.	No. in School 4 and less than 6 months.	No. in School 6 and less than 8 months.	No. in School 8 and less than 10 months.	No. in School the entire year.	Per cent. on the whole	No. in School less than 1 month.	No. in School 2 and less than 4 months.		No. in School 4 and less than 6 months.	No. in School 6 and less than 8 months.	No. in School 8 and less than 10 months.	No. in School the entire year.	Per cent. on the whole
Eagle,	40	74	62	62	113	90	37	95	43	78	157	64	77	8	169	19	105	11	141	15	270	30	154	17	916			
Rockwell,	41	42	29	47	79	31	22	47	24	43	105	34	73	12	89	15	53	9	88	15	204	35	105	11	873			
West St. Clair,	34	38	27	36	34	91	23	33	39	35	43	58	61	11	77	13	11	12	79	12	90	16	165	11	1302			
Brownell,	38	51	71	73	123	272	63	14	59	72	38	96	104	8	175	13	11	12	154	11	92	18	133	11	1302			
East St. Clair,	109	149	71	120	148	207	82	109	44	49	136	235	131	12	255	17	115	7	219	14	854	18	1509					
Hudson,	47	70	69	66	163	232	33	67	65	42	84	84	80	8	137	17	13	16	136	10	109	206	35	1804				
Mayflower,	47	106	55	69	143	212	59	107	45	57	141	292	106	9	213	16	10	16	136	10	109	206	35	1804				
Pearl,	33	44	26	29	38	28	34	34	23	31	38	34	97	13	130	15	10	12	97	13	146	162	16	1883				
Hicks,	56	70	43	45	96	72	31	60	52	50	112	112	97	12	130	15	10	12	97	13	146	162	16	1883				
Kentucky,	69	133	52	72	202	105	94	130	57	78	154	132	163	12	272	21	109	9	150	12	356	28	1277					
Wade Avenue,	2	62	---	---	---	---	8	60	---	---	---	---	10	7	132	92	---	---	---	---	---	---	---	---	1382			
University Heights,	40	154	---	---	---	---	35	141	---	---	---	---	75	30	265	80	---	---	---	---	---	---	---	---	370			
Warrensville Road,	8	35	---	---	---	---	7	38	---	---	---	---	15	16	74	83	---	---	---	---	---	---	---	---	89			
Total Gram'r and Primary Schools,	565	1068	484	606	1081	1930	540	1031	412	586	1021	1214	1105	11	2683	21	896	9	1192	12	2102	21	9474	25	9858			
Central High School,	6	12	---	15	7	64	5	11	2	14	9	69	11	5	23	10	2	1	20	13	16	7	133	62	311			
West High School,	---	---	1	2	2	22	1	3	7	3	6	33	1	1	4	5	9	11	5	6	8	9	55	67	82			
Total High Schools,	6	13	9	17	9	86	6	14	9	17	15	102	12	4	27	9	11	4	34	11	24	8	188	68	290			
Grand Total,	571	1071	493	623	1090	1946	546	1045	421	602	1036	1316	1117	11	2716	21	907	8	1296	13	2126	21	9992	26	10154			

TABLE NO. 3.—ACCOMPANYING SUPERINTENDENT'S REPORT.
Showing the degree of Regularity and Irregularity in Daily Attendance.

SCHOOLS. NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	MALES.					FEMALES.					TOTAL MALES & FEMALES, WITH PERCENTS.										Whole Number Registered.
	No. absent less than ¼ day per week.	No. absent ½ day per week.	No. absent ¾ day per week.	No. absent 1 day per week.	No. absent 2 or more days per week.	No. absent less than ¼ day per week.	No. absent ½ day per week.	No. absent ¾ day per week.	No. absent 1 day per week.	No. absent 2 or more days per week.	No. absent less than ¼ day per week.	No. absent ½ day per week.	No. absent ¾ day per week.	No. absent 1 day per week.	No. absent 2 or more days per week.	Percent on the Whole Number Registered.	Percent on the Whole Number Registered.	No. absent 2 or more days per week.	Percent on the Whole Number Registered.		
	and less than 1 day per week.	and less than 2 days per week.	and less than 3 days per week.	and less than 4 days per week.	and less than 5 days per week.	and less than 1 day per week.	and less than 2 days per week.	and less than 3 days per week.	and less than 4 days per week.	and less than 5 days per week.	and less than 1 day per week.	and less than 2 days per week.	and less than 3 days per week.	and less than 4 days per week.	and less than 5 days per week.	Percent on the Whole Number Registered.	Percent on the Whole Number Registered.	and less than 2 days per week.	Percent on the Whole Number Registered.		
Eagle,	325	102	15	---	---	---	319	133	18	4	---	644	71	235	26	33	3	4	---	916	---
Rockwell,	222	53	14	---	---	---	212	61	10	---	---	434	75.9	114	19.9	24	4.2	---	---	572	---
West St. Clair,	165	72	22	1	---	---	126	46	28	49	---	291	57.1	118	23.2	50	9.8	9.9	---	509	---
Brownell,	539	92	12	2	---	---	553	84	16	4	---	1092	83.9	175	13.6	28	2.2	6	---	1302	---
East St. Clair,	594	159	46	5	---	---	486	176	39	4	---	1080	71.6	335	22.2	85	5.6	9.6	---	1509	---
Hudson,	352	59	15	3	---	---	314	52	8	1	---	666	82.4	111	13.8	23	3	4	---	804	---
Mayflower,	576	75	20	1	---	---	534	60	17	---	---	1110	86.4	135	10.5	37	3	1	---	1283	---
Pearl,	171	22	4	1	---	---	115	53	16	---	---	286	74.9	75	19.6	20	5.2	1	---	382	---
Hicks,	348	26	7	---	---	---	303	25	6	---	---	650	91.2	51	7.1	12	1.7	---	---	713	---
Kentucky,	509	101	22	1	---	---	466	136	36	6	---	975	76	237	19.5	68	4	7	---	1277	---
Wade Avenue,	52	6	6	---	---	---	50	12	5	1	---	102	77	18	14	11	8	1	---	132	---
University Heights,	162	16	15	1	---	---	132	31	8	6	---	294	79.4	47	12.7	23	6.3	6	---	370	---
Warrensville Road,	33	8	2	---	---	---	36	7	---	1	---	71	79.8	15	16.9	2	2.2	1	---	89	---
Total Gram. and Primary Schools	4048	791	200	15	---	---	3647	876	206	75	---	7695	78	1667	17	406	4.1	90	---	9858	---
Central High School,	94	7	3	---	---	---	94	16	---	---	---	188	88	23	10.8	3	1.2	---	---	214	---
West High School,	24	---	2	3	---	---	31	6	4	12	---	55	67	6	7.3	6	7.3	15	---	82	---
Total High Schools,	118	7	5	3	---	---	125	22	4	12	---	243	82	29	10	9	3	15	---	296	---
Grand Total,	4166	798	205	18	---	---	3772	898	210	87	---	7938	78.1	1696	16.7	415	4	105	---	10154	---

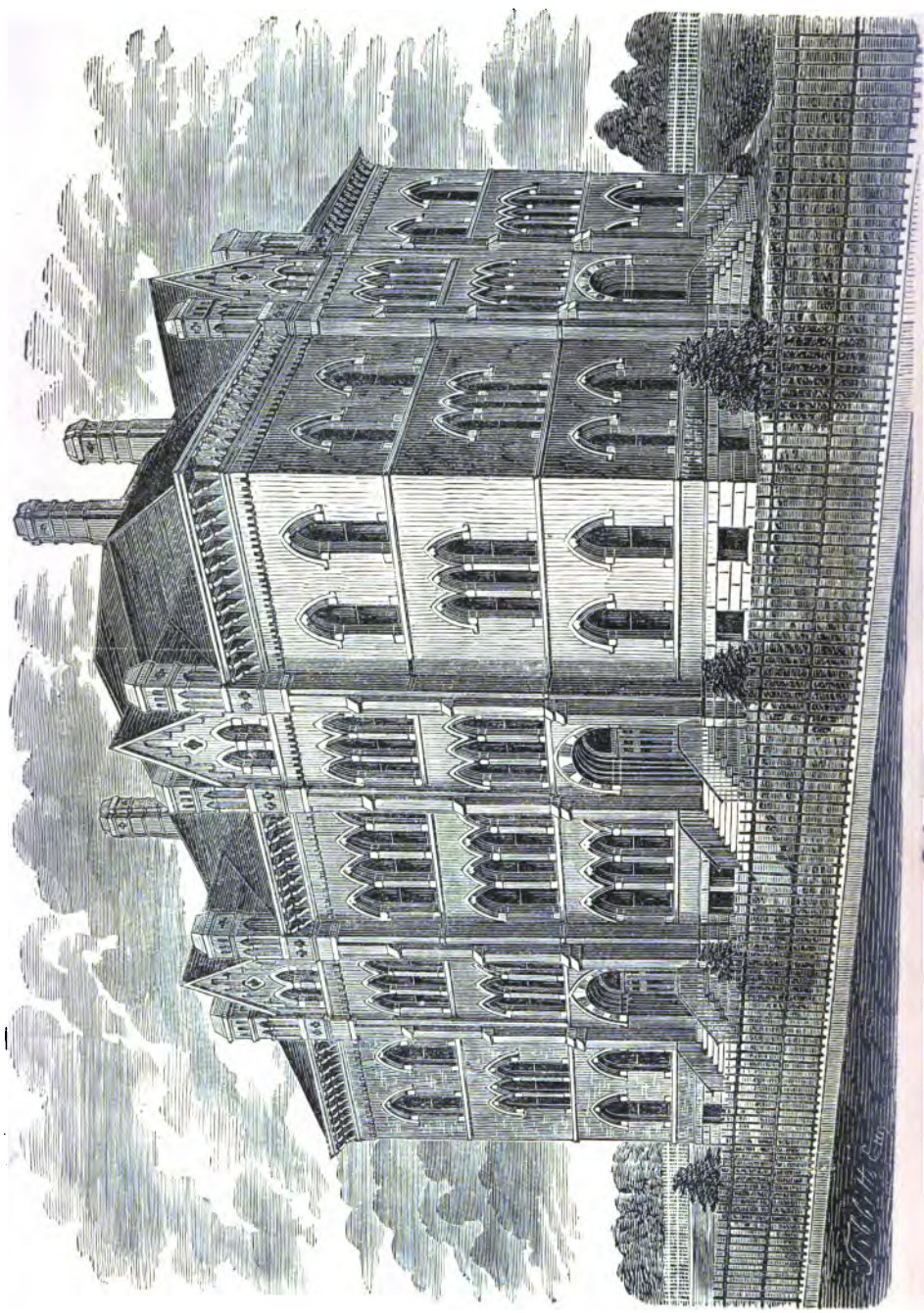
COMPARISON OF CITIES IN SOME PARTICULARS RELATING TO SCHOOLS.

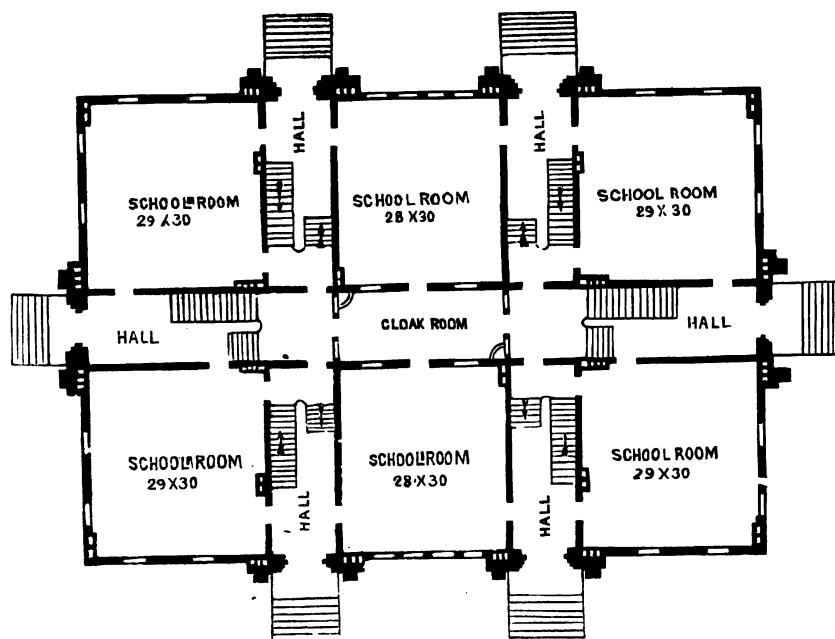
(Collected from the Report of the Detroit Public Schools for the year ending December 31st, 1888.)

CITIES.	Estimated Population Jan. 1st, 1889.	Cash valuation of Real Estate and Personal Property.	Cash valuation of School Property.	Last School Census.	Whole number different names enrolled during year.	Average number belonging to Public Schools during year.	Average daily Attendance.	Amount raised during year for Building purposes.	Cost of tuition, based on salaries paid to teachers at the end of the year.
New York	1,000,000	†\$908,486,327	\$3,500,000	300,000	237,600	130,000	110,000	\$580,419	\$11.75
Brooklyn	355,000	400,000,000	1,986,114	*144,133	61,612	35,600	29,904	307,274	10.30
Chicago	†252,054	230,247,000	1,377,810	64,757	29,954	19,601	18,979	300,000	15.62
St. Louis	243,000	220,000,000	2,500,000	76,443	20,368	16,129	-----	150,000	15.25
Cincinnati	225,000	200,000,000	1,250,000	100,232	26,352	19,536	18,476	90,000	17.42
Boston	†230,780	493,573,700	3,616,258	43,109	-----	32,885	80,399	188,790	22.23
Louisville	140,000	*58,681,474	552,100	35,000	14,054	9,016	8,048	5,900	13.47
Newark, N. J.	110,000	100,000,000	350,000	24,321	12,131	7,411	6,590	100,000	12.11
Cleveland	†85,283	81,676,500	875,000	25,000	10,154	7,060	6,623	292,550	14.38
Milwaukee	80,000	38,204,543	312,400	23,660	10,481	6,726	5,945	50,000	8.89
Albany	75,000	†41,210,148	225,000	23,000	9,414	6,671	4,810	13,000	8.53
Detroit	75,000	68,792,583	280,000	23,820	9,703	6,450	6,237	25,000	8.21
Syracuse	75,000	†11,566,621	200,000	15,216	7,216	5,459	4,951	95,000	11.00
Rochester	70,000	*32,000,000	250,000	22,500	7,858	6,055	5,430	12,000	10.52
Toledo	82,000	†8,811,680	260,000	8,376	4,651	2,955	2,791	23,450	10.00
Columbus	80,000	46,000,000	275,000	8,598	4,836	3,784	3,517	32,000	14.63
Fort Wayne	27,000	12,000,000	115,000	7,856	2,171	1,600	1,450	44,000	12.00
Springfield, Mass.	25,000	32,000,000	230,000	4,141	3,877	3,591	3,286	63,000	13.90

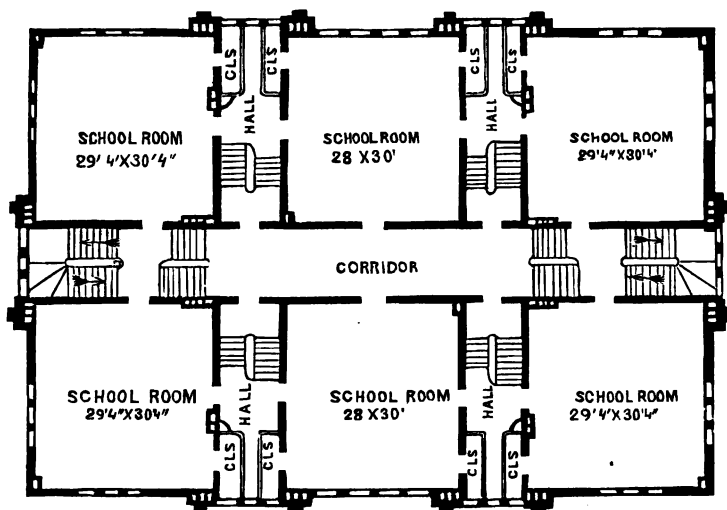
* Estimated. † Assessed. ‡ Population according to recent census.

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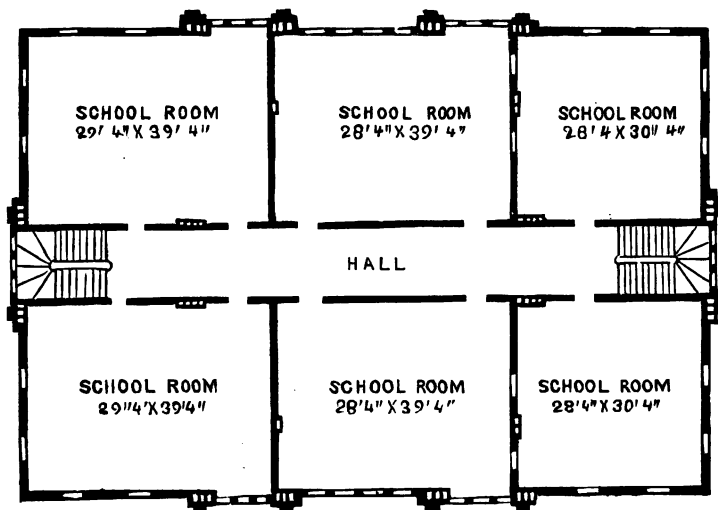




FIRST FLOOR—5TH WARD BUILDING.



SECOND FLOOR—5TH WARD BUILDING.



THIRD FLOOR—5TH WARD BUILDING.

HUDSON STREET SCHOOL HOUSE.

DEDICATION EXERCISES.

FROM "THE CLEVELAND HERALD."

In accordance with a previous announcement, the new Hudson Street School House was formally opened on Friday, with speeches and music, in the presence of a large concourse of people. The exercises were held on the third floor, in the largest room the house contained, 47x72, and it was crowded. The walls of the room were beautifully whitened and ornamented with paintings of various kinds and with portraits of distinguished men. The American flag was conspicuously displayed in the rear of the speaker's stand. A large portion of the audience was composed of persons who have devoted much of their time to the cause of Education in the State, and not without good effect. The magnificence of the building, and the auspicious opening of the same, made the hearts of these veterans leap for joy. Each could well remember when the expenditure of a few hundred dollars in school buildings would have frightened the people. Now, tens of thousands of dollars spent in that direction seem to act like a charm upon the community, instead of bringing ever before them the ghost of bankruptcy.

We have long since published an elaborate description of the building. Upon this occasion, it is only necessary to repeat that the architects were Messrs. Heard & Blythe, of Cleveland. The mason work was performed by Messrs. Greise & Weile, and the carpenter work by Mr. Taylor Emerson. It is built of brick, three stories high, and has a sufficient number of stairway to pass out twelve hundred

children, on all sides of the building, as fast as they can walk. The first floor contains six rooms, 29x30; the second floor, six of the same size; the third floor, one room, 47x72, two recitation rooms, 22x29, and two school rooms, 29x30. The house is heated by the Baker heater, of Baltimore. It is well ventilated, reflecting the highest credit upon its architects. All the outside doors will open each way—an important feature in case of fire.

Outside of the regular programme, short speeches were made by Judge Starkweather, Hon. Charles Bradburn, and S. H. Mather, Esq. One speaker said the first Cleveland schools were opened thirty-one years ago. Now the city supports 160 teachers.

The following was the regular programme:

Quartette—"Hear My Prayer,"—Mrs. H. P. Card, Miss Mary Adams, Messrs. Robbins and Walter.

Reading from the Scriptures, by the Rev. J. A. Thome.

Prayer by the Rev. O. A. Lyman.

Solo—"Waiting,"—Mrs. H. P. Card.

Address by His Honor, Mayor Buhrer.

Solo—"Pleasant Memories,"—Mr. E. J. Robbins.

Addresses by Hon. Harvey Rice, and Hon. Samuel Starkweather.

Duet—"Holy Mother Guide His Footsteps,"—Mrs. H. P. Card and Miss Mary Adams.

Address by E. R. Perkins, Esq., President of the Board of Education.

Address by Andrew J. Rickoff, Esq., Superintendent of Instruction.

Dedication Hymn—Mrs. H. P. Card, Miss Mary Adams, Messrs. Robbins and Adams.

Doxology—Benediction.

REMARKS OF MAYOR BUHRER.

LADIES AND GENTLEMEN: I rise mainly, and briefly to express the congratulations, in which we can all indulge, on the completion of this spacious, beautiful, and, I may say, magnificent edifice, which we have now assembled to dedicate to the cause of education, and which is to be known and distinguished as the *Hudson Street School House*. This is another and an important addition to those which already adorn the City of Cleveland, and which are the

objects of its laudable pride. And I wish here, in justice to say, that this edifice reflects credit upon its architects, and upon our Board of Education, who have devised it, and have called it into being, and it does honor to the citizens of Cleveland, by whom will be cheerfully borne the costly expenditure incurred in its erection.

This edifice is to be admired as beautiful with simplicity, and as costly without extravagance, and with its spacious halls and apartments as no more than adequate to the present and future wants of the district in which it is situated.

It is a satisfaction to behold a temple reared like this by a whole people without reference to any sect or party, and standing as a monument of their attachment in the cause of general education, where the fountains of learning and knowledge will be ever open—to be shared alike by the rich and the poor—the native and the foreign born.

Nothing is more apparent to mark the progress of the present age than the improvements in the style and finish, and adaptation to the purposes which they are intended to serve, with which our public buildings are sought to be constructed as displayed in our churches and court houses, and halls for the public entertainment. To disregard the qualities in the structure of our school houses, would be to rank our institutions of learning as of inferior value, and would, indeed, tend to degrade the cause of education on which rests our civilization and the prosperity of all our institutions.

While all extravagance is to be condemned and avoided, if there is to be an indulgence of liberality and a display of magnificence in our public buildings, it can nowhere be more worthily displayed than in our seats of learning, or where it would be more becoming the dignity of the cause which such buildings are intended to promote.

In the construction of buildings for the purposes of education, some regard should be had for the honor of the profession of teachers—they may officiate in places worthy of their high and noble calling, and which may exert an

elevating influence upon the minds of the pupils by the pleasantness and beauty of the accommodations provided for their mental toil.

The work which has been now completed here is neither temporary or transient. It is destined to exist long after this and other generations have passed away.

In the advancing tide of our city population, though this edifice may now be considered on its outskirts, and though other public buildings may arise and tower around it and in the distance far beyond it, yet this edifice will stand conspicuous among them all, as the *Hudson Street School House*.

It is interesting to reflect upon the multitudes of boys and girls, who, within these walls, will receive the elements of instruction, and who will here derive their qualifications to act their part, as educated men and women, upon the stage of life.

Whatever may be the changes and improvements which in this age of progress may be made, in the plans and system of education, we have the satisfaction to know that this edifice will remain true to its dedication by extending all such advantages as free to all who come within its walls.

REMARKS OF HON. HARVEY RICE.

LADIES AND GENTLEMEN: The ancients built temples to their gods, but we build school houses for our children. This fact sufficiently accounts for the marked difference between ancient and modern civilization.

When in the list of our school houses we include our churches, which are but school houses of a higher order, we see why it is that mankind in modern times has advanced so rapidly in general intelligence, in social refinement, and in everything that pertains to true manhood. It is, therefore, not only the highest duty of parents to educate their children, but the highest duty of the State to see that it is done. In fact the State should be regarded as one grand school district, and its General Assembly as

a board of education, so far at least as our educational interests are concerned. No interests can be more important, for they lie at the very foundation of the republic.

In truth, every child in the land has a God-given right to an education. The framers of our State Constitution have recognized this right, for which they deserve the gratitude of every citizen. It is in consequence of their liberal policy and enlightened philanthropy that we now see in Cleveland so many noble structures devoted to the interests of popular education. It is to this same policy that we are indebted for the splendid structure which we now dedicate to the educational interests of the youth resident in this part of our city, known as the Hudson Street District. Cleveland may well point with pride to the palatial school houses as evidence, not only of her material prosperity, but of her philanthropy and far seeing sagacity. No influence, perhaps, has a more elevating and refining effect on the schoolboy than the mute eloquence of an imposing school edifice. When placed within its walls, he will not only respect the edifice, but will respect himself, if not aspire to the highest honors both in his school and in after life. In fact, a school house that is elegant in its exterior and its interior, becomes, in itself, an educator, almost as effective as the living schoolmaster.

Although we have several large and truly imposing school edifices, costing from thirty to seventy-five thousand dollars each, yet we need still more. Cost what it will, our investment in school houses and in school libraries pays a good dividend, in the shape of intellectual and moral power, if not in dollars and cents.

We have at this time about twelve thousand youths enrolled in our city schools, and employ one hundred and sixty teachers, who excel in their avocation. Of course there is a great work doing, and still to be done. For the success of this work much credit is due to the City Council, to former Boards of Education, and especially to the present Board, and to Mr. Rickoff, the able and efficient Superintendent of Schools. So long as the cause of popular edu-

cation is sustained by an enlightened public sentiment, we need not despair of the republic.

REMARKS OF E. R. PERKINS, ESQ., PRESIDENT OF THE
BOARD OF EDUCATION.

LADIES AND GENTLEMEN: The schools of a country are the index of its civilization. The moral and intellectual culture of its children is the highest duty of the State. The Pilgrim Fathers, with an intelligent appreciation of this truth, early made such provision as they were able for the education of their children. Nor was its importance under estimated by the early settlers of Ohio, who took care to plant the school house at central points, and thus laid the foundation of that system of common schools, which constitutes the most important element of her prosperity and power.

"*What France needs is mothers,*" was the memorable saying of the most powerful monarch, who for the last twenty centuries, has sat upon a throne; and, yet, though arrogantly assuming himself to be the State, he utterly failed to comprehend the duty of the State to remedy, so far as possible, the want which he so much deplored. This beautiful edifice, which we are here to-day to dedicate, is a splendid tribute to the superiority of the free commonwealth over the empire, as well as to the foresight and liberality of the municipal authorities of our city, who have ever manifested a pardonable degree of pride in the elevated character of all the grades of our public schools. Among the public buildings of the city, it occupies the first position for the elegance of its design and the beauty of its finish. It is a noble temple of learning, whose beneficent influence shall be felt for generations by this entire community. To learning and to virtue we now consecrate it. May it ever be the fountain of manly culture, the dispenser of true wisdom, the nursery of every grace of intellect and heart. Over its entrance, and upon the heart of every teacher and pupil, we would write in ineffaceable

characters, "This edifice may soon be destroyed, but the characters here moulded are imperishable."

It now remains, Mr. Superintendent, for me to deliver to you, as the responsible head of the department of instruction, the keys of this building. The teacher's profession is an honorable one, and cannot be held in too high estimation. His work is of a character which does not often either excite the admiration or command the applause of men; yet it is enduring, and is not without its own proper reward. Many of our own teachers, whose names I could call, were there need, are creating for themselves in the affections of the pupils, whose minds they are so carefully moulding, an imperishable monument. Nor shall I be deemed invidious, if I add that this is conspicuously true of the pioneer teacher in our corps, to whom we are indebted for the early organization of our schools, and who has but just returned to us, to crown, as we hope, a life of distinguished usefulness and honor, by still nobler services than those by which he has so much endeared himself to all classes of our citizens.

Your own position, sir, is one of no ordinary responsibility, requiring for the proper discharge of its duties great patience and constant watchfulness. A little more than a year ago you came among us an entire stranger. We have marked the distinguished zeal and ability with which you have performed the work committed to your hands, and we look to you, with added confidence, to carry it forward to completion. Nothing short of the very highest degree of excellence in our school system ought to be satisfactory to yourself, the school board or the people. Let us make haste slowly, and be sure that every step taken is an advance in the right direction.

With these keys, Mr. Superintendent, please accept for yourself, and the entire body of teachers, whom you represent, our hearty congratulations at the auspicious circumstances which mark the opening of the present school year, together with the hope that it shall prove to be a year of marked progress in each of the schools under your supervision.

REMARKS OF ANDREW J. RICKOFF, ESQ., SUPERINTENDENT
OF INSTRUCTION.

SIR: As the executive officer of the Board, and as the superintendent of instruction in these schools, I accept these keys as emblematic of my office and duties; but I do so with the feeling of one who asks, "who is sufficient for these things?"

The ingenuity of the architect elaborated the plans and specifications of this noble edifice, by the skill and industry of hundreds of workmen, the materials of which it is constructed have been fashioned and heaped together, and to-day it stands as monumental evidence of the devotion of the citizens of Cleveland to the sacred cause of education, the education of the whole people. You now consecrate it to the purposes for which each successive blow of the hammer and trowel has been struck.

The object, however, for which the City Council has made such liberal appropriations, and to which you have so long directed your care, is no more accomplished than were the ultimate purposes of the contractor, when he first fitted up his sheds on this lot for the protection of his workmen, and built the scaffolding from time to time to aid them as they progressed.

These spacious and beautiful apartments are but the working sheds for the architects of human character. The architects are the teachers to be employed in this school. The materials upon which they will operate will be the minds and hearts of successive generations. The product of their labors will be such habits of thought, such tastes, such aspirations, such principles of action, such notions of honor as may be implanted by their instruction and example.

You, gentlemen of the City Council, have wisely and freely applied the funds of the city to prepare for this work. You, gentleman of the Board of Education, now step in and resolve to spend more than ten thousand dollars a year to carry it on. The real work, whereby these expenditures are to be brought to bear upon the mental and moral train-

ing of the thousands of children that are to go to and fro through these halls, is just begun.

It is now of chief consequence whether such a work shall fall into the hands of intelligent, skillful, earnest teachers, or into the hands of inexperienced, careless and indifferent ones. As this may be decided, so will it be decided for your children and the children of this people, whether, in learning arithmetic, they shall learn to reckon slowly and uncertainly, or with neatness, rapidity and accuracy; whether they shall acquire by tedious processes formulas without principles, or principles from which all formulas grow.

As it is decided who shall be your teachers, so will it be determined for your children whether, in learning Geography, they shall learn a few definitions without comprehending their meaning, certain paragraphs of text, without thought of the thing described, the location of towns and rivers without an idea of the laws that have located the one and prescribed the course and volume of the other; whether they shall look upon the map of the world as a mere collection of lines and dots and water colored spaces, or whether they be led to see in the currents that sweep over our globe, and in the configuration of the earth's surface, the great conditions upon which depend agriculture, commerce and civilization.

It will depend upon the teachers of your children, whether, in learning English Grammar, they commit to memory a few technical rules without application to the habits of ordinary conversation, or whether they learn to speak our dear, native English with precision and elegance; whether they acquire a form of analysis without power to comprehend anything of the reach and scope, the mighty power and tender pathos of our mother tongue. As it shall be decided what the qualifications of our teachers shall be, so shall it be decided whether, having learned to read, your children shall go out of this school with the ability and inclination to read the standard literature of England and America, or whether they shall go out with tastes to be

satisfied only by that which enervates the intellect, pollutes the imagination and corrupts the heart. Finally, as this question is decided who shall the teachers of your children be, so will it be determined, so far as the teachers' influence can go, whether the plastic material in their hands shall be moulded into forms of moral beauty or hideous deformity.

On such an occasion as this, while the hearts of all of you are elated at the thought that your children have come into possession of so noble a structure as this, I ought, perhaps, to indulge in the language of congratulation. I do, indeed, heartily congratulate you, gentlemen of the City Council, that the second of the five great public school edifices which you projected but two or three years ago is completed, and that the rest of them are rapidly approaching completion. I do sincerely congratulate you, gentlemen of the Board of Education, that through the co-operation of the City Council, the object of so many years' waiting is at length realized. I do congratulate you, gentlemen and ladies of this school district, that your children have such pleasant apartments, a school house which in itself will excite the ambition of your children. The teachers of this school I do congratulate most warmly that they now occupy a building which indicates a just appreciation of their work, on the part of the community for which they are toiling. The hearts of the people of this city may justly swell with pride when they show their stranger guests this massive pile dedicated to the education alike of millionaire and pauper. But, as a man is to be chiefly congratulated when, after a hard earned victory, he takes his armor off, and not when he puts it on, so I reserve my heartiest congratulations for the period when it shall be found that this institution is accomplishing the highest and noblest end of all secular institutions, the mental and moral education of the people.

DEDICATION HYMN.

BY MRS. ANDREW J. RICKOFF.

When across the sea of ages
Broke the dawn of that long night,
Kings, and knights, and grey-haired sages,
Reveled in the morning light;

Children groping in the shadows,
Stung by bee and pricked by thorn;
Idly dreaming in the meadows,
Nothing felt of coming morn.

Pestalozzi's natal hour
Let the sunlight down to them;
His to prize the human flower,
Next to Him of Bethlehem.

His to point the way of teaching—
"Like the gardener sowing seed—
See the little sprout out-reaching!
Give it air—keep back the weed!"

On the banks of fair Lake Erie,
Working for the future's need,
Watching eyes and hearts unweary,
Many hands are sowing seed.

Vanished are those shadows olden,
Child-life now doth deeper seem,
In the light the thorn is golden,
And to striving turns the dream.

For the dear, dear children given,
Bless, O God! this house to-day.
Jesus, Teacher, Child of Heaven,
Guide us with Thy love away.

RULES AND REGULATIONS

GOVERNING THE SCHOOLS.

GENERAL RULES.

SCHOOL HOURS.—The hours of daily sessions of the schools, shall be from 9 o'clock A. M., to 12 M., with a recess of fifteen minutes ; and from two to four o'clock P. M.

DISMISSAL OF CARD AND PRIMER CLASSES, &c.—The card and primer classes in the primary schools, and all 1st Reader classes, whose average age is eight years or less, may be dismissed at recess in the morning, provided, that no pupil shall be thus dismissed against the wishes of its parents.

DISMISSALS.—No dismissals of the schools at other times than are or may be hereafter provided for by the Board of Education, shall be permitted on any pretext whatsoever, except on the written order of the Superintendent, given for causes concerning the best interest of the school or schools dismissed.

HOLIDAYS.—The annual Thanksgiving day with the following Friday, and Washington's Birthday, shall be the established holidays of the schools.

ANNUAL EXAMINATION.—The Annual Examination of all Public Schools shall be held at the close of the last term of each year, under the direction of the Board or the Superintendent.

SCHOOL BUILDINGS AND PREMISES.—No public school building or premises shall be rented or permitted to be occupied or used for any other purpose whatsoever than for public schools, except by special consent of the Board.

TEXT-BOOKS TO BE UNIFORM.—The studies prescribed and the text-books used, shall be such only as may be prescribed by the Board of Education. Each scholar shall be provided with the required books, after due notice to the parents, OR BE DENIED THE PRIVILEGE OF ATTENDANCE.

THE SECRETARY MAY PROVIDE INDIGENT PUPILS WITH BOOKS.—When parents are unable to furnish the necessary books, notice of the fact, with a list of those needed, may be sent to the Secretary of the Board of Education, and the Secretary may then provide the same, at the expense of the city. All books thus furnished by the Secretary, shall be entered on the first page of the register, numbered and *loaned* to the scholar *till the close of the term only*, when it shall be the duty of the teacher to collect and preserve them.

CHANGE OF TEXT-BOOKS.—Whenever any new text-book is adopted by the Board, to the exclusion of another already in use, it shall be obligatory on the publisher or his agent, to exchange the former for the latter, for the period of two months, without cost to those pupils who have been provided with the latter, and it shall be the duty of the Superintendent and the principals to see that this condition is fulfilled.

DUTIES OF SUPERVISING PRINCIPALS.

TO MAKE MONTHLY AND QUARTERLY REPORTS.—It shall be the duty of the several supervising principals to make monthly reports to the Superintendent of Instruction, of the number of visits made by them respectively to the several schools under their supervision, together with a statement of the number of minutes of time spent in each school. It shall also be their duty, at the close of each term,

to make a careful report to him, in writing, of the work, methods of instruction employed and success of each one of their subordinate teachers, including assistants, together with any suggestions they may have to make with respect to course of study, discipline or other topics of general interest.

TO ACT AS LOCAL SUPERINTENDENTS.—ENTITLED TO RESPECT.—The Principals, as local superintendents of all the schools within their respective Grammar School Districts, shall, under the direction of the Superintendent of Instruction, be responsible for the observance and enforcement of the rules and regulations of the schools, and in the discharge of their duties they shall be entitled to the respect and deference of all their assistants.

TO CLASSIFY THE PUPILS AND CO-OPERATE WITH THE SUPERINTENDENT.—They shall classify the pupils in the different grades according to the course of study. They shall as often as once in each month, examine each class in all the departments of their respective schools; and, at the end of each month and of each term, make such report to the Superintendent of Instruction as may be required by the rules of the Board of Education; and they shall in every way possible, co-operate with the Superintendent in advising teachers as to the best methods of instructing and governing their schools.

GOOD ORDER AND CLEANLINESS ABOUT THE SCHOOL PREMISES.—They shall see that good order is maintained upon the school premises, and in the neighborhood thereof, and that the strictest cleanliness is maintained in the school building and outhouses belonging thereto.

RECORDS TO BE NEATLY KEPT AND REPORTS MADE PROMPTLY.—They shall see that all the records of the several departments are neatly, regularly and accurately kept by the teachers, according to the regulations prescribed by the Superintendent; and, on the Saturday preceding the days specified by the rules of the Board for the payment of teachers' salaries, they shall transmit to the Secretary a

report of the number of days' service of each teacher, within their respective Grammar School Districts, together with all other reports required by the Secretary and Superintendent, according to the blank forms furnished them for the purpose, and they shall communicate such other information as the Board may, from time to time, require; or, as they may think it important to communicate; and any failure, except from sickness, to file the aforesaid reports with the Secretary and Superintendent, according to the full requirements of the forms prescribed, will debar them from the reception of their salary till the same is satisfactorily rendered to the proper officer.

TO NOTIFY TEACHERS OF RULES, OF TEACHERS' MEETINGS, &c.—They shall see that the teachers within their respective districts are promptly notified and duly advised as to all rules and regulations pertaining to the government and classification of their schools, and that they carry out the same in every particular. They shall see that parents are duly notified of the absence of their children in all cases, where the cause of absence is unknown, or is not satisfactory to the teacher, and they shall have power to suspend pupils temporarily for insubordination and irregularity of attendance, provided that due notice of the same be given, without delay, to the parents of the suspended pupil, and to the Superintendent of Instruction.

REPAIRS AND SUPPLIES.—The principals of the several buildings will transmit to the Secretary of the Board a list of all repairs and supplies which may be requisite; the teachers of the lower departments reporting the same to the principal.

TEACHERS.

EXAMINATION.—No person shall be employed as a permanent teacher in any of the public schools, who shall not first have passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

ELECTION.—The teachers of the public schools shall be

elected by the Board of Education annually, at its last regular meeting previous to the close of the schools for the summer vacation, and they shall hold their positions for one year, unless sooner removed by the Board.

TEACHERS TO KNOW AND OBSERVE THE REGULATIONS.—It shall be the duty of the teachers to make themselves familiar with all the School Regulations, and to co-operate with the Board in such measures as will best secure their observance. A faithful compliance with these rules on the part of teachers, shall be one of the conditions of their engagement and retention.

A COPY OF THE REGULATIONS TO BE KEPT IN EACH SCHOOL ROOM.—Each teacher is required to have a copy of the Regulations at all times in his or her school room, and to read to the scholars, at least *once each term*, so much of the same as will give them a just understanding of the rules by which they are to be governed.

TO HAVE CARE OF SCHOOL ROOMS.—Teachers shall have the immediate care of their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging. They shall also co-operate with the principal in securing good order and neatness in the halls and about the school premises.

WARMING AND VENTILATING.—Teachers shall pay careful attention to the warming and ventilating of their school rooms. In houses heated by heated air from chambers below, they will in all cases keep the lower registers of the ventilating flues open, and except for special reasons, the upper ones closed; and in houses heated by stoves, or by any direct radiators, they shall ventilate their rooms by lowering the upper sashes, taking special care, however, that children be not allowed to sit in currents of cold air. At recess the teacher shall in all cases see that a proper supply of fresh air is admitted to the room.

TEACHERS TO BE PUNCTUAL AND TO REPORT DEVIATIONS.—Teachers shall be in attendance at their respective *school rooms*, and open the same for the reception of pupils, at

least twenty minutes before the hour of nine o'clock in the morning, and fifteen minutes before two o'clock in the afternoon. They shall also invariably report their own tardiness, dismissal, absence, or other irregularities in the monthly reports to the Secretary of the Board.

TEACHERS' MEETINGS.—Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse for absence shall be allowed other than such as would justify absence from a regular session of the schools.

TEACHERS' VISITS TO OTHER SCHOOLS.—All teachers may be allowed one-half day during the first term of each school year, for the purpose of visiting one or more of the public schools of the city, and observing the modes of instruction and discipline therein pursued. The Superintendent may, at his discretion, grant to such teachers as shall desire it, an additional half day each year for the same purpose; and he shall have power to prescribe such rules as he may deem needful for securing the object for which such visits are allowed.

MORAL INSTRUCTION.—It shall be a duty of the first importance, on the part of teachers, to exercise constant supervision and care over the general conduct of their scholars, not only while at school, but also on their way to and from home; and they are specially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles.

DETENTIONS.—No pupil shall be detained at noon recess, and a pupil detained at any other recess shall be allowed to go out immediately thereafter. No pupil shall be detained after school for study, punishment or other purpose, more than one hour.

CORPORAL PUNISHMENT.—In inflicting corporal punishment—which should be resorted to only in cases of extreme necessity, arising from flagrant and persistent disobedience—no other instrument than a common rod or whip shall be employed, and all cases of such punishment shall

be reported to the Superintendent according to the form and requirement of blanks to be furnished by him for the purpose.*

CO-ORDINATE DUTIES OF SPECIAL AND PERMANENT TEACHERS.

—The special teachers in Penmanship, Drawing and Music, if any such be employed, shall visit regularly and impartially the several departments in which they are expected to instruct; and the teachers in those departments, shall invariably be present to preserve order, and to aid in all such measures as will make the special instruction most valuable to the scholars.

COMPLAINTS AGAINST TEACHERS.—Any parent or guardian feeling aggrieved by the government of any teacher, may make application for redress to the Superintendent, or to the Committee on Discipline. In case that dissatisfaction arise with the decision of the Committee on Discipline, an appeal may be taken to the Board of Education, which shall thereupon appoint a Special Committee, whose decision, after due consideration of the case, shall be final and of full effect, as the decision of the Board. No complaint shall, in any case, be read to or heard by the Board save on appeal, as above, from the decision of the Committee on Discipline.

APPLICATIONS TO THE SECRETARY AND SUPERINTENDENT.—All applications by teachers or others, concerning school matters, shall, as far as practicable, be made between the hours of 4 and 5 o'clock P. M., on school days, and from 9 to 11 o'clock A. M., on Saturdays, at the rooms of the Board of Education.

* The following is an extract from a report made by the Committee on Discipline, March 16th, 1863. It is here inserted because it embodies the sentiments yet held by the Board of Education.

"While the Board are of the opinion that corporal punishment can not be entirely dispensed with in our schools, they are decided in the conviction that it should be resorted to only in cases of flagrant and persistent disobedience, nor then until all other means are exhausted.

"The best teachers are those who rule by moral influences; and when physical infliction is necessary, it should be administered with deliberation and self-possession on the part of the teacher, without doing permanent injury to person, and with a view to the best moral effect upon the pupil and the school."

SCHOLARS.

NONE TO BE ADMITTED UNDER LEGAL AGE.—No child under six years of age shall be admitted to the public schools. In case of doubt as to the age of any applicant, the teacher may require a written certificate from the parent or guardian.

CONTAGIOUS DISEASES.—No scholar affected with any contagious or infectious disease, or directly exposed to the same, shall be allowed to attend the public schools.

SCHOLARS TO ATTEND IN THEIR OWN DISTRICTS.—No scholar shall be allowed to enter or remain in any public school out of his or her own District, except by special permission of the Committee on Boundaries, provided however, that said Committee shall refer all transfers to the Board in cases where they would seriously interfere with the proper distribution of pupils among the several Districts.

NON-RESIDENTS.—None but children of *bona fide* residents of the City of Cleveland shall be allowed to attend the public schools free; but *children of non-residents*, on the payment of tuition fees prescribed by the Board, may be admitted whenever the Superintendent of Instruction is satisfied that such admission will not occasion inconvenience to resident pupils.

The Charges for Tuition of non-residents shall be, in the High Schools, first term, sixteen dollars; second and third terms, each, twelve dollars. In all schools of lower grades, first term, twelve dollars; second and third terms, each, nine dollars. On the presentation of the receipt of the Treasurer of the City, for the fees as above prescribed, the Superintendent may issue an order for the admission of said non-residents; but, without such an order from the Superintendent, no child of a non-resident shall be admitted or permitted to remain in school.

DUTIES OF SCHOLARS.—Every scholar is required to attend school punctually and regularly; to conform to all the rules of the school; to obey all the directions of the teach-

ers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to school mates; to refrain entirely from the use of profane or improper language, and to be clean and neat in person and attire.

ABSENCE AND TARDINESS.—Each morning and afternoon session, it shall be the duty of teachers to notify, without exception, the parents or guardians of every absent scholar, and of every one tardy without excuse.

THE ONLY EXCUSES FOR TARDINESS OR ABSENCE accepted by the teacher shall be for *sickness* or some *urgent cause*, rendering punctuality impossible or extremely inconvenient. When excuses are considered insufficient, the teacher shall mark on the record, "Not accepted," and receive the pupil subject to the following Rule.

SUSPENSION FOR UNNECESSARY ABSENCE.—Pupils absent more than three half days, or tardy more than three times in any school month, without excuse satisfactory to the teacher, or for causes other than those specified in the preceding Rule, unless sufficient guarantees for future regularity are given, may be reported by teachers to the Superintendent, with a recommendation that they be suspended from school till the commencement of the next term, and the Superintendent shall have power to carry out such recommendation. But no teachers shall thus report any pupils until they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

ABSENTEES FROM EXAMINATIONS.—Any pupil who shall absent himself from any regular examination of the schools, or who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return without permission from the Superintendent or Committee on Discipline.

DISMISSALS, LEAVE OF ABSENCE.—No scholar shall be dismissed before the close of school hours, except at the written request of the parent or guardian. All such requests,

however, shall be discouraged by the teacher as much as possible; and if he or she has reason to suppose that the request is made for reasons insufficient to warrant the interruption of the pupil's studies and recitations, the request shall be refused.

REGULAR LEAVE OF ABSENCE.—Applications for regular leave of absence or dismissals must be made to the Superintendent, who may grant such requests, provided they do not seriously interfere with the regular course of study.*

SUSPENSION FOR MISDEMEANORS.—Scholars guilty of the above or other irregularities, and habitually neglectful of their studies and of the rules of the school, and whose example and general conduct are injurious to the school, may be required to report themselves to the Superintendent for advice, admonition, reprimand or suspension, who, at his discretion, may suspend, or report to the Board for such action as they may think proper.

DAMAGES TO SCHOOL PROPERTY.—Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay in full for all damages. Notice of such damages shall be sent to the parents or guardians of the scholar, and in default of payment, the case shall be reported to the Secretary of the Board, who shall proceed with it according to law. Scholars thus reported to the Secretary shall not afterwards be allowed to attend school until payment of damages shall have been made, or the case otherwise adjusted.

SCHOLARS TO LEAVE THE SCHOOL PREMISES.—Scholars shall not be allowed to assemble about the school premises at unreasonable hours before the commencement of school, nor remain after the dismissal of the same.

* A certificate, to the effect that the regular leave of absence desired, will not "seriously interfere with the regular course of study," that is the progress of the pupil and of the school, is, in all cases required from the teacher, before the application is entertained by the Superintendent.—SUPERINTENDENT.

COURSE OF STUDY FOR PRIMARY CLASSES.

FIRST YEAR.—CLASS D.

FIRST TERM.

Reading.—Lessons on Cards. A few words to be first learned, then their phonic elements, finally words to be learned from their phonic elements. Sheldon's First Reader may be introduced for occasional exercises, at the discretion of the teacher.

Slate Writing.—Letters and words to be *printed*, as learned. Printing words at dictation.

Number, (concrete).—Development of distinct preceptions of numbers as far as ten. Adding and subtracting to ten.

Lessons on Objects and Common Things.—Introduction to the school. Talks about home, toys, pets, parents, names of boys and girls. Why they go to school, &c. Obedience to parents and teachers. Lessons on selected objects named on the cards. Color, form, size, weight to be introduced in connection with the things named, during this and the succeeding terms of the year.

Composition.—Copying words and sentences printed on the black board by the teacher. Talks about the pictures in the Reader, the children to be encouraged to tell what they see in them.

SECOND TERM.

Reading.—Cards to be completed. The power to make out new words, from phonic elements, to be carefully cultivated. In exercises of this kind, words of two or more syllables should be frequently employed.

Slate Writing.—Continued.

Numbers, (concrete).—Addition, subtraction and multiplication of numbers. Neither numbers employed nor results to exceed ten.

Lessons on Objects.—Lessons on the school room, its parts, its furniture. What belongs to the child, to the teacher, to the school? Care of the school room and its furniture. A few talks on what is seen on the way to and from school. Lessons on selected objects named on the Cards.

Composition.—As in the First Term. The children to be now encouraged to write words and short sentences from memory and observation. Descriptions of what they see in the pictures of the Reader.

THIRD TERM.

Reading.—Sheldon's First Reader to be completed. Words to be spelled by sound and by letter.

Slate Writing.—Words and sentences to be *written*. Writing words at dictation.

Numbers, (concrete).—Counting with and without objects to fifty. Addition, subtraction, multiplication and division of numbers. No number to be introduced greater than twenty. Notation of tens taught objectively. The work of the year to be a complete development of numbers rather than a drill in the combination of numbers. No exercises involving two or more different processes to be required.

Lessons on Objects.—The things seen on the way to and from the school, their use, their parts; the stores passed. Where the parents get the various articles used for food, &c. Lessons on selected objects named in the Primer. Lessons on the human body. Common physical actions named.

Composition.—As in the two preceding Terms.

SECOND YEAR.—CLASS C.

FIRST TERM.

Reading.—Part I. "Word Method Primer."

Spelling.—All words to be written, and spelled orally by sound and by letter.

Writing.—On slates, in exercises in spelling and composition, and from copy with lead pencil and paper.

Arithmetic.—Counting with and without objects to one hundred. Exercises, mental and written, in subtraction, multiplication and division of numbers to thirty. Exercises in notation and numeration of tens continued and illustrated objectively. Roman numerals to X.

Lessons on Objects and Common Things.—Clothing of children, girls, boys, on working days and on Sundays. The clothing of animals compared with that of man. Cleanliness enjoined. Lessons on objects named in the Primer. Special lessons on color. The human body and its motions.

Composition.—Writing sentences containing given words, and short descriptions derived from Object Lessons, from pictures, &c., as directed by the Superintendent.

SECOND TERM.

Reading.—The "Word Method Primer" completed.

Spelling and Writing.—The same as in the First Term.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to forty. Exercises in notation and numeration continued to one hundred. Roman numerals to XX.

Lessons on Objects and Common Things.—Lessons on animals compared with

man, limb with limb, action with action. The five senses. Plants. Special lessons on form and color.

Composition.—The same as in First Term, but more extended. Writing requests made of the teacher.

THIRD TERM.

Reading.—Course to be fixed at discretion of Superintendent.

Spelling and Writing.—Continued as in preceding Terms.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of abstract and concrete numbers to fifty. Notation and numeration of hundreds, tens and units illustrated objectively. Roman numerals to L.

Lessons on Objects and Common Things.—Food. What is eaten raw? How prepared? What is cooked before being eaten? How cooked? Food of the domestic animals. The child's home. Different rooms and their uses; how lighted? heated? Habitations of animals compared with those of man. Special lessons on color, form, size, weight.

Composition.—The same as in previous Terms, still further extended.

THIRD YEAR.—CLASS B.

FIRST TERM.

Reading.—McGuffey's Second Reader, to Lesson XXXV.

Spelling.—All words to be spelled by sound, and by letter orally and in writing.

Writing.—On slates and on paper, in spelling and composition exercises.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers within the limits of the tables. Numeration and notation of thousands taught, objectively and exercises in the same. Systematic drill in the combination of numbers to be commenced. Roman numerals to C.

Lessons on Objects and Common Things.—The family and the relative duties of its members. The occupations of men and children. Those who construct dwellings, make furniture, utensils, clothing, supply food, &c. The merchant. Special lessons on color, form, weight and measure.

Lessons preparatory to Geography.—Location and direction of things in the school room and of the neighboring streets and public buildings.

Composition.—Writing sentences containing given words. Description of things as developed by the object lessons. Relation of actions performed by the teacher and by pupils under the direction of the teacher, at first single, then two or more successively.

SECOND TERM.

Reading.—McGuffey's Second Reader completed.

Spelling and Writing.—The same as in the First Term.

Arithmetic.—Notation, numeration and addition, to hundreds of thousands.

Multiplication. The multiplier not to exceed nine, and the products not to exceed ten thousand. The idea of fractions to be developed, and notation of the same to be taught to thirds. Roman numerals to CC.

Lessons on Objects and Common Things.—Surroundings of the house, yard, stable, garden. What is in them? What is done in them? How should they be kept? The various occupations of men and women continued. Special lessons on color, form, size, weight. Animals and plants.

Geography.—Directions of some of the principal objects in Cleveland, as the Monument, the Court House, the Public Square, the principal churches, the hotels, the cemeteries, the neighboring school houses, &c.

Composition.—The same as in the previous Term. Sentences to be constructed containing words selected from the reading lessons.

THIRD TERM.

Reading.—Course to be fixed at discretion of Superintendent.

Spelling and Writing.—To be continued the same as in the First Term.

Arithmetic.—Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction, minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions, (descending,) on such parts of tables as may be derived from object lessons as required below.

Lessons on Objects and Common Things.—Lessons on the measures, bushel, peck, quart, pint, small measure. Color, form, weight, animals, plants.

Geography.—The use of maps illustrated by maps of the school room, school yard and the neighboring streets, drawn upon the black board by the teacher.

Composition.—The same as in previous Terms.

FOURTH YEAR.—CLASS A.

FIRST TERM.

Reading.—Third Reader to Lesson XL.

Spelling.—All words in reading lessons to be spelled by sound, and by letter orally and in writing.

Writing.—On slates in exercises in spelling and composition, and from copy with lead pencil on paper.

Arithmetic.—Exercises in addition, subtraction and multiplication, (multipliers not to exceed twenty-five,) and short division, (divisors not to exceed five). Applications to reductions of fractions, as above, and single step reductions of compound numbers to correspond with object lessons. All concrete examples to be analyzed.

Lessons on Objects and Common Things.—Forest trees. Woods and their

uses. Leaves and barks of different trees, distinguishing as many different kinds as possible. Color, form. The measures, yard, foot, inch. The weights, pound, half pound, quarter pound and ounce.

Preparation for Geography.—The map of Cleveland. Directions as indicated by the map. Reading Guyot's Primary Geography.

Grammar and Composition.—Writing sentences containing given name words. Selecting name words from Reader. Deduction of rules for changes of name words denoting one object to other forms denoting more than one. Words denoting males, how changed to denote females. Compositions based on object lessons.

SECOND TERM.

Reading.—Third Reader completed.

Spelling and Writing.—As in previous Terms.

Arithmetic.—Exercises in addition, subtraction, multiplication, (multipliers not to exceed one hundred,) and in short division. Reductions as in previous Term. Analysis to be continued. Simple calculation of surfaces of rectangles, two sides being given; and of triangles, base and perpendicular height being given.

Lessons on Objects and Common Things.—The productions of the soil in and about Cleveland, different articles of trade, means of transportation, &c.

Geography.—The map and productions of the State of Ohio, with lessons on the Map of the World and the United States. The last two only in outline. Reading Guyot's Primary Geography.

Grammar and Composition.—Writing sentences predicoating actions of given objects, selecting words from the Reader which denote action, changes of form to suit the plural subject. Predicating actions in time, past, present, future. Selecting words from the Reader which denote action present, past and future. Compositions as in previous Term.

THIRD TERM.

Reading.—Course to be fixed by the Superintendent.

Spelling and Writing.—As in previous terms.

Arithmetic.—Exercises in addition, subtraction, multiplication and short division. Reductions to correspond with object lessons. Simple calculation of contents of Parallelopipedons, dimension not to exceed ten.

Lessons on Objects and Common Things.—The manufactures of Cleveland. Objects of foreign trade. The spring, what people do in the spring. The summer, what people do in the summer.

Geography.—The Geography of the adjoining States, so far as to show the principal routes of travel to Pittsburgh, Detroit, Chicago, Buffalo and Cincinnati. Reading Guyot's Primary Geography.

Grammar and Composition.—Writing sentences containing words that qualify or describe objects. Distinction between forms denoting different degrees of quality. Compositions as before.

GRAMMAR SCHOOLS.

CLASS D.

FIRST TERM.

Reading.—Fourth Reader commenced. Pupils may be encouraged, with the advice and consent of the Superintendent, to subscribe for some periodical for young folks; and, if a sufficient number of subscribers can be obtained, the teachers may have reading exercises in the same once or twice per week, instead of reading in the book prescribed for the grade, Provided that no child shall be *required* to purchase such periodical.

Grammar.—Personal Pronouns, Cases of Nouns and Pronouns, Declension, Selections of the parts of speech already introduced.

Arithmetic.—Long Division. Omit Art. 55 of Text Book. Teachers to develop principles set forth in Art. 57. Cancellation omitted.

Geography.—The States north of the Ohio river, beginning at Ohio and proceeding thence to contiguous states, with oral instruction upon subjects of Lessons from IIV to XI. Guyot's Intermediate Geography.

SECOND TERM.

Reading.—Fourth Reader completed.

Grammar.—Prepositions, Conjunctions, Interjections, forms used with the different persons and numbers, Mode, Tense. The principles of Syntax to be introduced as rapidly as the progress of the class will permit

Arithmetic.—Federal money. The identity of this system of Notation with the Decimal System pointed out and illustrated as in first lessons in Notation.

Geography.—All the States north of Virginia, Kentucky and Arkansas, with oral instruction upon the subjects of the First seven Lessons.

THIRD TERM.

Reading.—Fourth Reader reviewed.

Grammar.—Conjugation of Verbs. Review of the two years' course.

Arithmetic.—Reduction and Addition and Subtraction of Compound Numbers, Troy Weight, Apothecaries' Weight. Cloth and Beer measure to be omitted.

Geography.—Virginia, Kentucky, Arkansas and states south thereof, with review of definitions.

C L A S S C.

FIRST TERM.

Reading.—Fifth Reader commenced. See Class D with reference to periodicals.

Grammar. To be arranged by the Superintendent.

Arithmetic.—Multiplication and Division of Compound Numbers. The subjects of the 8th and 9th chapters to be developed by the Teacher.

Geography.—The United States completed and reviewed.

SECOND TERM.

Reading.—Fifth Reader completed.

Arithmetic.—Development of Fractions, Terms—Simple, Proper and Improper Fractions, Theorems, Reduction to Lowest Terms, Compound to Simple, Common Denominator.

Geography.—North and South America, Europe.

THIRD TERM.

Reading.—Fifth Reader reviewed.

Arithmetic.—Addition, Subtraction, Multiplication, Division and Review of Fractions of Simple Numbers.

Geography.—Asia, Africa and Australia. The entire subject reviewed.

C L A S S B.

FIRST TERM.

Reading.—Selections from the works of English poets and prose writers. The poems selected to be read entire. Elocutionary Exercises.

Spelling.—Dictation Exercises. Words selected from text books, &c., DeWolf's Spelling Book to Part III through the year.

Grammar.—Harvey's Grammar to be used. Orthography, Etymology and Preliminary Lessons in Syntax.

Arithmetic.—The subject of Decimal Fractions to be developed and taught through to Reduction of Decimals of Compound Numbers. Common and Decimal Fractions of Compound Numbers. Correspondence between the two to be kept in view.

U. S. History.—To be arranged by the Superintendent.

Geography.—Review of the work assigned in the First Term to Class D. One Lesson per week.

SECOND TERM.

Reading.—Extended selections from Poets and Prose writers.

Grammar.—Etymology, with incidental instruction in Syntax.

Arithmetic.—Ratio and Proportion and Aliquots.

U. S. History.—To be arranged by the Superintendent.

Geography.—Review of work assigned to Second Term to Class D. One Lesson per week.

THIRD TERM.

Reading.—See First Term.

Grammar.—Orthography and Etymology completed.

Arithmetic.—Percentage. Review of entire subject so far as studied.

U. S. History.—To be arranged by the Superintendent.

Geography.—Review of work assigned, in Third Term, to Class D. One lesson per week.

CLASS A.

FIRST TERM.

Reading.—Reading as in Class B, and Elocutionary Exercises.

Grammar.—Analysis and Syntax.

Arithmetic.—Book completed with omissions to be prescribed by the Superintendent.

U. S. History.—To be arranged by the Superintendent.

Geography.—Review of the work assigned the C Class for the First Term. One lesson per week.

SECOND TERM.

Reading.—See First Term.

Grammar.—Analysis and Syntax.

Arithmetic.—Book completed with omissions to be prescribed by the Superintendent.

U. S. History.—Completed.

Geography.—Review of the work assigned the C Class for the Second Term. One lesson per week.

THIRD TERM.

Reading.—See First Term.

Grammar.—Entire subject to be reviewed.

Arithmetic.—The entire subject to be reviewed, with omissions as above.

U. S. History.—To be reviewed.

Geography.—Review of the work assigned the C Class for the Third Term. One lesson per week.

THE BOUNDARIES OF SCHOOL DISTRICTS AND SUB-DISTRICTS.

ADOPTED MARCH 29, 1869.

ROCKWELL STREET DISTRICT.—The boundary commences at the north end of Muirson Street, and runs thence westerly to the Cuyahoga river; thence along the river to the intersection of Huron and Ontario Streets; thence northerly along Ontario Street to Prospect Street; thence easterly along Prospect and Huron Streets to Short Alley; thence northerly to Muirson Street; thence northerly to the place of beginning.

BROWNELL STREET DISTRICT.—The boundary commences at the intersection of Perry Street and Euclid Avenue, and runs thence westerly to Short Alley; thence southerly to Huron Street; thence westerly to Prospect Street; thence westerly to Ontario Street; thence southerly to Huron Street; thence westerly to the Cuyahoga river; thence southerly along the river to the line of Perry Street; thence northerly to the place of beginning.

MAYFLOWER STREET DISTRICT.—The boundary commences at the corner of Giddings and Wade Avenues; thence runs westerly along the city limits to Wilson Avenue; thence southerly to Scovill Avenue; thence westerly to Forest Street; thence southerly to Kinsman Street; thence westerly to Charles Street; thence northerly to Scovill Avenue; thence westerly to Perry Street; thence southerly to the Cuyahoga river; thence along the river to the city limits; thence easterly to the place of beginning, including the dwellings on the north side of Kinsman Street.

STERLING AVENUE DISTRICT.—The boundary commences at the south-west corner of Euclid and Wilson Avenues, and runs thence westerly to the intersection of Perry, (including the dwellings on the north side of Euclid Avenue); thence southerly on Perry to Scovill Avenue; thence easterly to Charles Street; thence southerly to Kinsman Street; thence easterly to Forest Street, (except the dwellings on the north side of Kinsman Street); thence on Forest Street northerly to Scovill Avenue; thence easterly to Wilson Avenue; thence northerly to the place of beginning.

EAST ST. CLAIR STREET DISTRICT.—The boundary commences at the north-east corner of the city; thence westerly on the Lake shore to Muirson Street; thence southerly to Euclid Avenue; thence easterly to Wilson Avenue; thence northerly to the place of beginning; except the dwellings on the north side of Euclid Avenue.

KENTUCKY STREET DISTRICT.—The boundary commences at the junction of the lake and river; thence runs westerly along the lake to the city limits; thence southerly along the line of the city limits to the southerly line of the city limits; thence east along the line of the city limits to Milford Street; thence north along Milford Street to Clark Avenue; thence easterly along Clark Avenue to Fountain Street; thence along Fountain Street to the C., C. & C. R. R.; thence along the C., C. & C. R. R. to the line of York Street; thence northerly along York Street and the line of York Street, to the Circle; thence easterly along Franklin Street to Russia Street; thence along Russia to the Cuyahoga river; thence along the Cuyahoga river to the lake.

HICKS STREET DISTRICT.—The Boundary commences at the intersection of Russia Street with West River Street; thence runs along Russia to Franklin; thence along Franklin to the Circle; thence southerly along York Street and the line of York Street to the C. C. & C. R. R.; thence along the C., C. & C. R. to Gauge Street; thence southerly on Gauge Street to Clark Avenue; thence easterly on

Clark Avenue to Scranton Avenue; thence along Scranton Avenue to the intersection of C., C. & C. R. R. with A. & G. W. R. R.; thence along the A. & G. W. R. R. to the place of beginning.

PEARL STREET SUB-DISTRICT.—The boundary commences at junction of Cuyahoga river with the lake; thence runs westerly to Taylor Street; thence southerly to Detroit Street; thence easterly to Duane Street; thence southerly to Clinton; thence easterly to Ann Street; thence on Ann Street to Franklin Street; thence east to the Cuyahoga river; thence north along the river to the place of beginning.

PENN STREET SUB-DISTRICT.—The boundary commences at the intersection of Bridge and York Street, and runs thence westerly on Bridge to Root Street; southerly on Root, and the line of Root to the C., C. & C. R. R.; thence along the C., C. & C. R. R. to the line of York; thence northerly along York to the place of beginning.

BRIDGE STREET DISTRICT.—The boundary commences at corner of Root and Lorain Streets; runs thence westerly on Lorain to city limits; thence southward to the south line of the city; thence eastward to Milford Street; thence northward to Clark Avenue; thence eastward to Fountain Street; thence northward on Fountain Street and the line thereof to Root Street, and on Root Street to place of beginning.

WASHINGTON STREET Sub-DISTRICT.—The boundary commences at the intersection of Taylor Street with the old river bed, and runs thence westerly to the city limits; thence south to Lorain Street; thence east to Taylor Street; thence north along the line of Taylor Street to the place of beginning.

WADE AVENUE DISTRICT.—The Boundary commences at the intersection of the C., C. & C. R. R. with Kellogg Street, runs thence on Kellogg Street to Scranton Avenue; thence along Scranton Avenue to the city limits; thence westerly to Milford Street; thence north on Milford to Clark Avenue; thence easterly on Clark Avenue to

Gauge Street; thence northerly on Gauge Street to the C., C. & C. R. R.; thence on the Railroad to the place of beginning.

HEIGHTS DISTRICT.—The Boundary commences at the intersection of the C., C. & C. and the A. & G. W. R. R.'s; thence along the C., C. & C. R. R. to Kellogg Street; thence easterly on Kellogg Street to Scranton Avenue; thence southerly on Scranton Avenue to the City limits; thence easterly along the city limits to the Cuyahoga river; thence along the river to the depot of the A. & G. W. R. R.

TEACHERS,

THEIR NAMES, SALARIES AND RESIDENCES.

CENTRAL HIGH SCHOOL.

NAMES.	SALARIES.	RESIDENCES.
Andrew Freeze.....	\$2000....	Sawtell Avenue.
Theodore W. Hopkins, -	1600....	42 Eagle street.
Conrad L. Hotze,.....	1600....	Cor. St. Clair and Erie.
Floyd B. Wilson,.....	1200....	
Mary Atkins,	1000....	237 Prospect street.
Emma G. Barriss,.....	700....	217 Superior street.
Frances M. Beaumont, -	700....	

WEST HIGH SCHOOL.

Alanson G. Hopkinson.	\$2000....	343 Franklin street.
Emma Cutler, <i>vice</i>		
Pamela F. Libby,.....	1000....	Cor. Franklin and Liberty.
Isabella Sayles,.....	700....	Clinton street.
Philipine Henshaw,....	203.60 -	

ROCKWELL STREET DISTRICT.

Henry M. James,.....	\$1600..	135 Chestnut street.
Kate White,.....	700....	97 Huron street.
Annie E. Spencer,.....	650....	83 Public Square.
D. Lizzie Darling,.....	600....	62 Clinton street.
Minnie C. Merritt,.....	600....	68 Bank street.
Henrietta R. James,---	600....	135 Chestnut street.
Hattie A. Greenman,--	600....	669 Case avenue.

NAMES.	SALARIES.	RESIDENCES.
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GERMAN HALL SUB-DISTRICT.

Mary Haver,-----	\$600----	321 Lake street.
Mary Lawrence,-----	600----	57 Walnut street.

WEST ST. CLAIR SUB-DISTRICT.

Adda S. Bentley,-----	\$700----	68 Bank street.
Agnes B. Foote,-----	500----	48 Ontario street.
Mary D. Campbell,-----	600----	55 Rockwell street.
Hattie R. Haller,-----	600----	68 Bank street.
Lottie E. Nichols,-----	550----	27 Bank street.
Emma Quintrell,-----	600----	56 Cedar street.

BANK STREET SUB-DISTRICT.

Fannie E. Dare,-----	\$600----	226 Perry street.
Mary H. Gale,-----	600----	147 Lake street.

BROWNELL STREET DISTRICT.

Lewis W. Day,-----	\$1600----	52 Prospect street.
Alice M. Law,-----	700----	52 Prospect street.
Laura M. Curtis,-----	650----	59 Ontario street.
Jennie M. Silcox,-----	600----	84 Prospect street.
Docia B. Smith,-----	600----	146 Huntington street.
Sarah L. Andrews,-----	600----	107 Huntington street.
Henera McQuiston,-----	550----	415 Scovill avenue.
Mary Stewart,-----	600----	106 Huntington street.
Eliza J. Lewis,-----	600----	144 Bolivar street.
Clara S. Dare,-----	600----	226 Perry street.
Anna Davidson,-----	600----	90 Garden street.
Frank L. Morgan,-----	600----	69 Webster street.
M. Kate Miller,-----	600----	Euclid ave., East Cleve'd.
Ella L. Pitkin,-----	500----	59 Prospect street.
Augusta H. Barr,-----	600----	Euclid ave., East Cleve'd.
Julia A. Lawrence,-----	450----	140 Lake street.
Jennie A. Sexton,-----	450----	23 Cheshire street.
Samanth A. Killip,-----	600----	358 Perry street.
Isabel Hopkin,-----	450----	47 Eagle street.

NAMES.	SALARIES.	RESIDENCES.
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EAGLE STREET SUB-DISTRICT.

H. S. Parsons,-----	\$700----	141 Prospect street.
H. E. Gillett,-----	600----	71 Prospect street.
Alice Bisbee,-----	600----	53 Bolivar street.
Mary Mahony,-----	550----	53 Rockwell street.
Nora Evans,-----	600----	66 Prospect street.
Mary L. Blair,-----	600----	316 Erie street.
Emma J. Quirk,-----	600----	138 Bolivar street.
Fannie A. Kirk,-----	550----	86 Huron street.

PROSPECT STREET SUB-DISTRICT.

M. C. C. Lane,-----	\$600----	84 Prospect street.
Ann E. White,-----	600----	195 St. Clair street.
Henrietta B. Ayers,----	550----	90 Brownell street.
Fannie B. Foote,-----	500----	90 Ontario street.

EAST ST. CLAIR DISTRICT.

Asa S. Hardy,-----	\$1600----	53 Bond street.
Lizzie Hardy,-----	700----	190 St. Clair street.
Eliza D. Spooner,-----	650----	166 St. Clair street.
Lucy E. M. Smith,-----	600----	94 Bond street.
Etta M. Hays,-----	600----	94 Bond street.
Mary M. Earle,-----	600----	190 St. Clair street.
Dana A. Eveleth,-----	600----	94 Erie street.
Carrie P. Sked,-----	600----	28 Granger street.
Lizzie L. Allen,-----	550----	94 Erie street.
Sophia D. Stewart,-----	600----	106 Huntington street.
Alice A. Worfolk,-----	450----	77 Wilson street.

CASE AVENUE SUB-DISTRICT.

Eliza E. Corlett,-----	\$650----	221 Perry street.
Mary M. Ellis,-----	600----	91 Lawrence street.
Mary Horner,-----	600----	19 Sibley street.
Amelia S. Brainard,---	600----	327 Prospect street.
Eliza A. C. Porter,-----	500----	91 Lawrence street.
Julia A. Beebe,-----	600----	308 Superior street.

NAMES.	SALARIES.	RESIDENCES.
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MIDDLE ST. CLAIR SUB-DISTRICT.

Carrie Lawrence, -----	\$600----	57 Walnut street.
Jennie Cook, ---	600----	247 St. Clair street.
Hattie M. Sanborn, ----	600----	195 St. Clair street.
Minnie A. Dutcher, ---	450----	93 Garden street.

STERLING AVENUE DISTRICT.

W. G. Fox, -----	\$1600----	East Cleveland
Belle M. Westfall, -----	700----	97 Huron street.
Emily A. Fox, -----	650----	East Cleveland.
Phila A. Forbes, -----	600----	41 Forest street.
Jennie Baker, -----	600----	80½ Prospect street.
Emma E. Smth, -----	600----	41 Forest street.
Sarah R. Saunders, ----	600----	52 Prospect street.
Fanny Dickerson, -----	600----	364 Prospect street.
Lizzie M. Kirk, -----	600----	86 Huron street.
Hattie M. Drake, -----	450----	271 Scovill avenue.
Jennie Gardner, -----	600----	146 Huntington street.
Anna J. Sked, -----	600----	28 Granger street.
Anna E. Oakes, -----	600----	80½ Prospect street.
Alma S. Keys, -----	600----	240 Erie street.
Carrie A. Parks, -----	600----	80½ Prospect street.
Minnie E. Nunn, -----	600----	308 Superior street.
Mary Quintrell, -----	600----	56 Cedar street.
Ella Ford, -----	400----	East Cleveland.

MAYFLOWER STREET DISTRICT.

Wm. S. Wood, -----	\$1600----	387 Kinsman street.
Mary B. Johnson, -----	700----	236 Broadway.
Hattie A. Comings, ----	650----	308 Superior street.
Julia E. Rood, -----	600----	450 Kinsman street.
Mary S. Comings, -----	600----	364 Prospect street.
Annie W. Johnston, ---	550----	9 Cheshire street.
Sarah N. Rood, -----	600----	450 Kinsman street.
Mary J. Johnston, ----	600----	9 Cheshire street.
Belle Rose, -----	500----	308 Perry street.

NAMES.	SALARIES.	RESIDENCES.
Sarah A. Quirk,-----	600----	Brooklyn.
Jennie E. Stone,-----	500----	364 Prospect street.
Ellen Littleton,-----	550----	88 Garden street.

PERRY STREET SUB-DISTRICT.

Anna Reardon,-----	\$600----	61 Huntington street.
Kate Piper,-----	550----	269 Sibley street.

WILSON AVENUE SUB-DISTRICT.

Abbie E. Wood,-----	\$600----	63 Bomford street.
Ella M. Shepardson,---	550----	630 Kinsman street.
Hannah B. Clarke,----	600----	63 Burwell street.
Lucia Bisbee,-----	550----	53 Bolivar street.
Jennie Wilson,-----	450----	65 Woodland avenue.
Alice G. Littleton,----	600----	88 Garden street.

FOURTEENTH WARD SUB-DISTRICT.

Lucy A. Robinson,----	\$600----	893 Broadway,
Celia Ballou,-----	450----	Newburgh Road.
Maria E. Durham,-----	600----	62 Euclid Place.

HICKS STREET SUB-DISTRICT.

Albert G. Manson,----	\$1600----	281 Franklin street.
Lemira W. Hughes,----	700----	11 Clinton street.
Ellen G. Revely,-----	650----	324 Pearl street.
Libbie H. Pryor,-----	600----	324 Pearl street.
F. C. Bates,-----	600----	324 Pearl street.
Belle Tolman,-----	450----	78 Hicks street.
Susie Stephan,-----	550----	308 Columbus street.
Annie J. Stoddard,----	400----	21 Harmon street.
Kate E. Stephan,-----	550----	308 Columbus street.

KENTUCKY STREET DISTRICT.

Alexander Forbes,----	\$1600----	79 Liberty street.
Bettie A. Dutton,-----	700----	94 State street.
Phebe A. Allen,-----	650----	191 Franklin street.

NAMES.	SALARIES.	RESIDENCES.
Helen C. LaGorgue,---	600----	191 Franklin street.
Hadassah B. Folsom,--	600----	264 Franklin street.
Mary E. Libbey, -----	600----	243 Franklin street.
Ann J. Sprague,-----	600----	108 Hanover street.
Lucia Stickney, -----	600----	97 State street.
Olive Smith, -----	600----	108 Hanover street.
Maria Lundy, -----	500----	234 Pearl street.
Mary L. Russell, -----	550----	41 State street.
Emily A. Vial,-----	450----	93 Liberty street.

PEARL STREET SUB-DISTRICT.

Mell. B. Russell,-----	\$650----	41 State street.
Emma N. Parcell,-----	600----	11 Clinton street.
Anna M. Pratt,-----	550----	170 Franklin street.
Lottie E. Caulking,----	500----	41 McLean street.
Adda Stickney,-----	400----	97 State street.

WASHINGTON STREET SUB-DISTRICT.

Emily L. Bissell,-----	\$650----	196 Pearl street.
Lizzie Tewksbury,-----	600----	343 Franklin street.
Abbie L. O. Stone,----	600----	205 Taylor street.
Melissa A. Lavayea,---	400----	304 Pearl street.

PENN STREET SUB-DISTRICT.

Caroline E. Hemenway, \$600----	464 Pearl street.
Carrie M. Pratt,-----	450----170 Franklin street.
Nellie Lundy,-----	450----234 Pearl street.

BIRCH STREET SUB-DISTRICT.

Susie H. Plummer,----	\$600----	27 Jay street.
Nettie L. Stewart,-----	600----	284 Detroit street.
Kate L. Williams,-----	400----	324 Pearl street.

UNIVERSITY HEIGHTS DISTRICT.

H. B. Furness,-----	\$1600----	11 College street.
Emma J. Stickney,----	650----	— College street.

NAMES.	SALARIES.	RESIDENCES.
Anna M. Hart,-----	600----	742 Scranton avenue.
Mary L. Peterson,-----	600----	20 Jennings avenue.
Hester A. Widner,-----	600----	11 College street
Mira J. Slawson,-----	550----	90 Literary street.
Mary E. Cotterel,-----	400----	63 Pelton avenue.
Mary L. Markham,-----	500----	87 Merchants avenue.
Delia L. Aiken,-----		208 Newton University st.

WADE AVENUE SUB-DISTRICT.

William Treat,-----	\$750----	128 Wade avenue.
Ella F. Wyman,-----	450----	— Clark avenue.
Mary E. Slawson,-----	550----	Liberty street, Heights.
Emma Marsh,-----	400----	237 Washington street.

MANUAL
OF THE
BOARD OF EDUCATION.

SCHOOL LAW OF 1868.

AN ACT

To provide for the support and regulation of public schools in the city of Cleveland.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio* That all matters pertaining to the interests of public education in the city of Cleveland are hereby vested in a board of education, the members of which shall be chosen and hold their office in accordance with the provisions of this act, as follows, viz: At the annual election of city officers to be held on the first Monday of April next, the qualified voters in each ward in which the term of office of the member of the board may have expired, and in each new ward created within the city limits, shall, by a plurality of votes, elect one judicious and competent person, who shall be at the time a qualified voter in such ward, to be a member of said board, and who, together with the members of the board remaining in office by virtue of the previous election, shall, on the third Tuesday after the first Monday of April, as aforesaid, meet together, and, having taken an oath of office, shall organize by electing from their own number a president, vice president and secretary; and shall then proceed to divide themselves into two classes as nearly equal as may be, to be determined by lot, after having assigned to the first class all members of the previous board still in office, the first class to hold their office for one year, the second for two years; and when thus organized and classified, they shall constitute and be known as the board of education of the city of Cleveland; and said board is hereby declared and constituted a body corporate, capable of contracting and being contracted with, suing and being sued, receiving and conveying property for the use and benefit of the schools of the city, except as herein otherwise provided in regard to the purchase of school house sites, the erection of school houses, and the investment of titles therein. At all subsequent annual elections in each ward, in which the term of office [of] the member of the board of education has expired, there shall be elected to said board a suitable person, having the qualifications as aforesaid, who shall hold his office for the term of two years, and the present board, and all the members of the board elected as aforesaid, shall continue in office until their successors are duly elected and qualified. In case of failure to elect in any ward, or in case of a vacancy by death, resignation, removal or other cause, the board shall fill such vacancy by the appointment of a suitable person for the unexpired

term, who has the qualification of a voter and is a resident in the ward in which the vacancy may have occurred.

SEC. 2. The board of education, a majority of whom shall constitute a quorum, shall be the judge of the election returns and qualifications of its own members; shall determine the rules of its own proceedings, and make by-laws for their enforcement not inconsistent with this act, nor the laws of this state; shall hold its regular meetings on the first and third Mondays of each month, at such hour and place as may be fixed by its own rule, and shall keep a journal of its proceedings, which shall be open to the inspection of any citizen.

SEC. 3. The board of education may compel the attendance of absent members in such manner and under such penalties as it shall see fit to prescribe, and if any member shall absent himself from four consecutive regular meetings, unless on account of sickness or by consent of the board, such non-attendance shall be considered a virtual resignation on his part, and the board, on entering such fact on its minutes, shall proceed to fill such vacancy by appointment, as aforesaid, for the unexpired term.

SEC. 4. The said board of education may, if it seem necessary and expedient, annually elect a competent person, not of its own body, to act as its secretary instead of the secretary as provided for in the first section of this act, and may prescribe his duties and fix his salary. And the said board may also elect and fix the salary of a competent person to act as overseer of school buildings, whose duty it shall be, under the direction of the board, to superintend the erection, enlargement and repairs of school buildings, to see that all buildings occupied for school purposes, together with the appurtenances thereof, are kept in good order and repair.

SEC. 5. The board of education shall, on or before the first Monday in May, annually, levy such rate of taxes for school purposes, as may be determined upon and certified in accordance with an act passed March 25, 1865, entitled "an act to authorize cities of the first and second classes to levy taxes for school purposes." It shall annually cause to be taken an enumeration of all the children between five and twenty-one years of age, residing in the several school districts, distinguishing in such enumeration the age of each, respectively, and distinguishing also the white from the colored children; and said board shall, on or before the fifteenth day of November following, through its secretary, certify the same to the auditor of the county; and such enumeration shall, until another be taken, form the basis of the city portion in the annual distribution of the state school fund. It shall, moreover, at the time of taking the enumeration above required, cause to be taken also a census of the number of children attending the public, the private and the church schools, respectively, and of those who are not in attendance upon any school, and make a report of the same to the county auditor and to the state commissioner of public schools, at the time and in the manner above prescribed.

SEC. 6. It shall be the duty of the city treasurer of said city to keep on deposit, where other city funds are deposited, all moneys belonging to the school fund levied for the current support and expenses of schools, and all other moneys which shall hereafter be paid into said treasury of schools; and he shall keep the same as a separate and distinct fund, not to be applied, paid over or pledged on any pretence whatever, to any other use than that for which it was levied and collected or paid in, nor upon any other order or authority than that of the board of education.

SEC. 7. It shall be the duty of the secretary of said board to certify to the city auditor, all bills by them allowed for school purposes, and thereupon it shall be the duty of said auditor to issue his warrant upon the city treasury in favor of the parties and for the sums severally specified in the certificate of the secretary, countersigned by the president, and upon the presentation of said warrant the city treasurer shall pay the same; provided, however, that no money shall be paid out of said treasury for school purposes, except on a vote of a majority of all the members of said board; and provided, also, that the said secretary, before entering upon the duties of his office, shall give bonds to the city, with two or more sufficient sureties acceptable to the board, in the penal sum of ten thousand dollars, conditioned for the faithful discharge of all and singular his official duties, which said bond shall be filed with the city treasurer for safe keeping.

SEC. 8. That whenever additional school room shall be required, it shall be the duty of the board of education to recommend to the city council the purchase of proper sites, and the erection of suitable school houses thereon, accompanying such recommendation with plats of sites which it may propose to purchase, and plans and estimates of the cost of school houses which it may propose to erect; and it shall be the duty of the city council, without delay, to act upon the same, and if they shall approve the said recommendation, then it shall be their duty to provide in such manner as shall seem most expedient, such sums of money as may be necessary to carry the same into effect; and the money so provided shall be deposited with the city treasurer for the purpose set forth in this section to the credit of the school construction fund; and whenever the city council shall concur in the recommendation of the board of education as aforesaid, the said board shall proceed, with proper dispatch, to carry said recommendation into effect according to the proper intent and meaning thereof.

SEC. 9. The board of education shall first cause careful specifications to be made of all work to be done, and of all materials to be furnished, in the erection of any school house recommended by the board and approved by the council, and shall then advertise for two consecutive weeks in two daily newspapers of general circulation in the city, for proposals to do said work and to furnish said materials; and on a day named in such advertisement, all proposals which may have been received by the secretary of the board, shall be examined by the proper committee on buildings and sup-

plies of said board, in connection with the secretary and president, and the contract shall be awarded to the lowest responsible bidder, who shall be required to give adequate security for the faithful and prompt performance of his contract; provided, that said committee shall have power to reject any or all bids not compatible with the public interest, if, in their opinion, better terms may be obtained; and provided, also, that no contract for building and furnishing materials as aforesaid, shall be made at a price higher than the estimates aforesaid; submitted by the board of education to the city council; and all contracts made by the board of education in pursuance of the authority granted said board by the eighth and ninth sections of this act, shall be made in the name of the city of Cleveland, and shall not take effect until approved by the city council, and the title of all sites purchased and all buildings erected by authority of this act, shall vest in said city; and it is hereby further made the duty of said board of education, from and after the passage of this act, to supervise all work done under and by virtue of any and all contracts heretofore made and not yet completed, or which may afterwards be made for the erection, heating and furnishing of school houses, to approve and certify for payment all estimates on said work properly made, and to use all proper and lawful means to the end that such contract may be thoroughly, faithfully and honestly performed.

SEC. 10. The board of education shall decide upon the best method of ventilating and heating all school houses erected by authority of this act, and shall have authority to contract for stoves or other heating apparatus, supervise the placing or construction of the same, including proper ventilation, and purchase such furniture as may be necessary for the use of any school house erected as herein provided, and all contracts made for purchases of sites, erection of school houses, ventilating, heating and furnishing the same, shall be paid by ordinance of the city council out of the school construction fund as aforesaid.

SEC. 11. It shall be unlawful for any member of the board of education to have any pecuniary interest, either direct or indirect, in any contract for the erection of school houses, or for warming, ventilating, furnishing or repairing the same, or in any other matter connected with the supplies or maintenance of schools; nor shall any member of the board receive any compensation for his services, except the secretary.

SEC. 12. It shall be the duty of said board to establish and alter the boundaries of school districts in said city, as the public convenience may require, and it shall provide and support in said districts, such number and classes of schools as may be necessary to furnish thorough and appropriate instruction in all the branches of a good common school education to all the children resident therein, between the ages of six and twenty-one years; and for the purpose of affording a more advanced education, two high schools shall be established and maintained at the expense of

the city, in which high schools instruction may be given in such languages and higher branches of learning as the board may direct.

SEC. 13. The board of education may provide a suitable number of evening schools during the fall and winter months, for the instruction of such youth over ten and less than twenty-one years of age, as may be prevented by their daily avocations from attending the day schools; and said evening schools shall be subject to such regulations as said board may, from time to time, prescribe.

SEC. 14. The said board of education shall have the exclusive management and control of all the schools of said city established or maintained under this act; and shall have power to employ and pay such classes of teachers as may be necessary to give instruction therein, and from time to time shall make such regulations for the government, classification and instruction of the pupils thereof and with respect to the text books used therein as may appear expedient; and for the purpose of securing uniformity and efficiency in the management of said schools, it shall have power to appoint a superintendent of instruction, prescribe his duty, and fix his salary and term of service, not exceeding two years.

SEC. 15. The board of education shall in no case increase the salaries of teachers or of any person appointed or employed by the board during the term of service for which they were so appointed or employed, and the said board shall have power, for reasons satisfactory to said board, to remove the superintendent, the secretary, or overseer of buildings from office, and to dismiss teachers at any time.

SEC. 16. The board of education shall fix the school year and the time and duration of the sessions and vacations of the schools; it shall provide for the examination thereof at least once per annum, and at the close of every school year it shall make and publish, for the information of citizens, a report in detail of the receipts and expenditures for school purposes and of the condition of the schools, together with a particular account of their administration, and, generally, it shall be the duty of said board to do and perform all offices and duties which may be necessary and proper to promote the education and good morals of the pupils thereof.

SEC. 17. The public schools in the several districts of said city, and all other grades of schools established or maintained in whole or in part from the school funds, shall at all times be equally free and accessible to all children, not less than six nor more than twenty-one years of age, who may reside in said city, subject only to such rules for their admission, classification, government, instruction and dismissal, as the board of education may prescribe.

SEC. 18. The board of education shall, annually, in the month of January, appoint three persons residents and citizens of said city and of competent learning and ability, who shall constitute a board of examiners, whose duty it shall be to meet at least once in every month, and to examine into

the qualifications, competency and moral character of all persons desirous of becoming teachers in said schools ; and any two of the members of said board shall have power to grant certificates thereof, for a term not exceeding one year, to such persons as in their opinion shall be entitled to receive the same ; and, at the expiration of such certificates, the said board may renew the same for a term not to exceed five years, in favor of such persons only as may have been employed in the schools of said city for a term of not less than three months, and who shall have exhibited in that time, practical ability and skill in the management and instruction of schools ; and no person shall be employed or paid, either directly or indirectly, as a teacher or instructor in any of said schools, except as a temporary supply, until he or she shall have obtained from said board of examiners, a certificate of qualification as to his or her competency, practical skill and moral character, and for these services said examiners shall receive such reasonable compensation as may be allowed by the board ; but no charge shall be made to applicants for certificates.

SEC. 19. It shall be lawful for the city council to establish one or more industrial schools in said city, for the benefit of destitute and neglected children, and provide by ordinance or otherwise, for the course of instruction in the branches of a common school education, and in the industrial arts and employments, which shall be taught and pursued therein, and for the support, management and government of such school or schools.

SEC. 20. That if any person shall mar, injure or deface any school house, out building, fence, furniture or other property belonging to or in possession of either of the schools of said city, or of any scholar of either of said schools, every person so offending, shall forfeit and pay for each offense a fine of not less than five nor more than fifty dollars, to be recovered in a civil action before the mayor or police judge of the city ; and for all injuries done as aforesaid, by any scholar or minor, the parent or guardian of such minor or scholar may be obliged to pay treble the amount of damages occasioned thereby, to be recovered in a civil action before said mayor or police judge, at the instance of the secretary, superintendent or overseer of school buildings, in the name of the city ; and all fines and damages collected by virtue of this section, shall be paid into the city treasury and be appropriated for the benefit of schools.

SEC. 21. The act entitled an act for the regulation and support of common schools in the city of Cleveland, passed March 26th, 1859, and the amendment thereto and the act supplementary thereto, passed April 11th, 1863, be and the same are hereby repealed.

SEC. 22. This act shall take effect and be in force from and after its passage.

Passed April 14, 1868.

AN ACT

Supplementary to an act entitled "an act to provide for the support and regulation of the public schools of the city of Cleveland," passed April 14, 1868.

WHEREAS, The board of education of the city of Cleveland, composed of the members holding over and those elected at the city election held on the first Monday of April, 1868, under the laws then in force, regulating the election of the members of the board of education for said city, met and organized on the 14th day of April, 1868, by electing officers and making classification of members, as provided in the act to which this is supplemental; therefore,

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the board of education, as organized on the said fourteenth day of April, 1868, be and the same is hereby authorized and empowered to act under and by virtue of the provisions of the act to which this is supplemental, and is hereby vested with all the powers therein conferred; and the said board of education and its officers, elected as aforesaid, shall act under and be subject to its provisions.

SEC. 2. This act shall take effect from and after its passage.

Passed April 25, 1868.

AN ACT

To amend section twelve of an act entitled "An act to provide for the support and regulation of public schools in the city of Cleveland," passed April 14, 1868, (O. L., vol. 65, p. 236.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That section twelve of the above recited act be so amended as to read as follows:

SEC. 12. It shall be the duty of said board to establish and alter the boundaries of school districts in said city, as the public convenience may require, and it shall provide and support in said district, such number and classes of schools as may be necessary to furnish thorough and appropriate instruction, in all the branches of a good common school education, to all the children residing therein between the ages of six and twenty-one years; and for the purpose of affording a more advanced education, two high schools shall be established and maintained at the expense of the city, in which high school instruction may be given in such languages and higher branches of learning as the board may direct; and the said board may also employ, at the expense of said city, teachers who shall give instruction in the German language in such classes or schools of lower grade than said high schools, as they, the said board, may deem for the best interest of the public.

SEC. 2. That section twelve of the above recited act be and the same is hereby repealed.

SEC. 3. This act shall take effect and be in force from and after its passage.

Passed March 17, 1869.

BOARD OF EDUCATION

FOR 1869-70.

OFFICERS.

PRESIDENT,
EDWIN R. PERKINS.

VICE-PRESIDENT,
JOSEPH BELL.

SECRETARY,
M. G. WATTERSON.

SUPERINTENDENT OF INSTRUCTION,
ANDREW J. RICKOFF.

MEMBERS OF THE BOARD.

WARDS.	NAMES.	EXPIRATION OF TERM.
First	CHARLES W. HEARD	1871
Second	A. K. SPENCER	1871
Third	CHARLES WHITAKER	1870
Fourth	EDWIN R. PERKINS	1870
Fifth	JOSEPH BELL	1870
Sixth	MOSES G. WATTERSON	1871
Seventh	WARREN F. WALWORTH	1870
Eighth	WILLIAM DUGAN	1871
Ninth	MARCUS A. HANNA	1871
Tenth	SMITH H. SHELDON	1870
Eleventh	LEWIS MERRICK	1871
Twelfth	FREDRICK DALTON	1871
Thirteenth	ALBERT G. HART	1870
Fourteenth	EDWIN P. HUNT	1870
Fifteenth	GEORGE JUDSON	1870

STANDING COMMITTEES

FOR 1869-70.

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- | | |
|--|--------------------------------|
| 1. FINANCE..... | Messrs. SPENCER, HEARD, HANNA. |
| 2. REPAIRS AND SUPPLIES..... | WATTERSON, WHITAKER, DALTON. |
| 3. SCHOOL BUILDINGS..... | BELL, SPENCER, SHELDON. |
| 4. CLAIMS..... | HEARD, JUDSON, MERRICK. |
| 5. TEACHERS..... | SHELDON, WATTERSON, WHITAKER. |
| 6. SALARIES..... | HANNA, SPENCER, HEARD. |
| 7. TEXT BOOKS AND COURSE OF STUDY..... | HUNT, HART, WALWORTH. |
| 8. MUSIC..... | HART, HUNT, BELL. |
| 9. BOUNDARIES..... | JUDSON, DALTON, WHITAKER. |
| 10. DISCIPLINE..... | DALTON, BELL, DUGAN. |
| 11. LIBRARY..... | WHITAKER, HUNT, HART. |
| 12. RULES AND REGULATIONS..... | WALWORTH, SPENCER, DUGAN. |
| 13. PRINTING..... | DUGAN, MERRICK, WATTERSON. |
| 14. CENTRAL HIGH SCHOOL..... | JUDSON, WALWORTH, BELL. |
| 15. WEST HIGH SCHOOL..... | MERRICK, SHELDON, HANNA. |
-

OFFICE DIRECTORY.

Rooms of the Board at No. 236 Superior street.

Session Room,	-	-	-	-	No. 17
Office of Superintendent of Instruction,	-				No. 21
Library Room,	-	-	-	-	No. 19
Store Room,	-	-	-	-	No. 18

MEETINGS.

Regular Meetings first and third Mondays of each month.

BILL DAYS.

First Monday of each month.

OFFICE HOURS OF SUPERINTENDENT,

From 8 to 9 A. M., each day.

OFFICE HOURS OF SECRETARY,

From 8½ to 9½ A. M., each day, at Session Room of the Board.

MANUAL OF THE BOARD.

RULES OF PROCEEDINGS.

ORGANIZATION.—On the second Tuesday after the first Monday in April, the Board, on being assembled, shall proceed to elect by ballot a President, Vice-President and Secretary.

PRESIDENT.

GENERAL DUTIES.—It shall be the duty of the President to take the chair and call the members to order, as soon after the hour appointed for a meeting as a quorum shall appear, and perform such other duties as usually devolve upon the presiding officer of a deliberative body, or as may be prescribed by the Board.

SHALL KEEP THE BOARD ADVISED AS TO SCHOOL LAWS.—He shall see that due notice is given of all the requirements of the laws enacted by the General Assembly of the State of Ohio, for the establishment and regulation of the Schools of the City of Cleveland.

See Section V, School Law, passed April 14, 1868.

TO APPOINT STANDING COMMITTEES.—At the first meeting after the election, the President, unless otherwise directed by the Board, shall appoint the following Standing Committees: On Buildings and Supplies, Teachers, Text-Books, Discipline, Bills and Accounts, Rules and Orders, Central High School, West High School, Boundaries, Salaries, and Library.

SECRETARY.

RECORDS, ACCOUNTS, SUPPLIES, REPORTS, &c.—It shall be the duty of the Secretary to attend the meetings of the Board of Education, and to make a complete record of its proceedings, and index the same; to report on bill nights a list of such bills as may have been audited by the Committee on Bills and Accounts, and when recommended for payment by the Board, shall certify the same to the City Auditor; to file all reports and communications that are accepted by the Board; to keep safely in such place as may be directed, all books, documents and papers belonging to the School Department; to keep full and fair account of all receipts and expenditures of the School Tuition Fund, and separately of the School Construction Fund, and to report to the Board the condition of said funds, whenever required; to purchase, and, on order of the Principals of the Schools, to furnish all such supplies as may be allowed by the Board, and keep an exact account thereof with each School District; to notify members of the Board of special meetings called according to the rules, and of changes in the time of the regular meetings.

SHALL VISIT SCHOOLS AND MAKE ANNUAL REPORT.—The Secretary shall, by frequent visits and in all other suitable ways, cultivate a practical acquaintance with the schools and teachers, and promptly present to the Board any matter requiring its attention. It shall be his duty, annually, on or before the first Monday in April, to prepare and present to the Board, a detailed report of the operation and condition of the Schools, with a statement of all receipts and expenditures for school purposes, including a separate account of expenditures for each School District, for buildings, repairs, furniture, apparatus, stationery and supplies of all kinds.

He shall, in accordance with Section V of the Law for the Support and Regulation of Schools of the City of Cleveland, passed April 14, 1868, annually cause to be taken

an enumeration of all the unmarried youth between five and twenty-one years of ages, residing in the several Wards or School Districts of the city; and, on or before the fifteenth day of November, certify the same to the Auditor of Cuyahoga County, according to the full requirements of said law.

ABSENTEES FROM MEETINGS OF THE BOARD.—At every regular meeting, he shall report, immediately after the approval of the minutes, the name of every member who may have been absent, without leave, from four consecutive regular meetings of the Board.*

OFFICE HOURS.—He shall fix and observe, at least one hour per day, during which he shall attend to the furnishing of supplies and all other matters pertaining to the business of his office.

MEETINGS OF THE BOARD.

REGULAR MEETINGS.—The regular meetings of the Board shall be held on the first and third Mondays of each month.

SPECIAL MEETINGS.—Special meetings may be held at any time on the call of the President, or of any two members of the Board, provided that due notice thereof be given to all the members. All meetings of the Board shall be open to the public, unless otherwise specially ordered.

QUORUM.—A majority of all the members shall constitute a quorum.

RULES OF BUSINESS.

ORDER OF BUSINESS.—At all regular meetings, after the calling of the Roll and the reading and disposal of the

*SCHOOL LAW, SECTION III.—The Board of Education may compel the attendance of absent members in such manner and under such penalties as it shall see fit to prescribe, and if any member shall absent himself from four consecutive regular meetings, unless on account of sickness or by consent of the Board, such non-attendance shall be considered a virtual resignation on his part, and the Board, on entering such fact on its minutes, shall proceed to fill such vacancy by appointment as aforesaid.

minutes of the previous meeting, the order of business shall be as follows :

1. Communications.
2. Business of the Districts, in the order of the Wards.
3. Reports of Committees, Standing and Special.
4. Special Orders.
5. Unfinished Business.
6. New and Miscellaneous Business.

PARLIAMENTARY RULES.—For the general transaction of business, the ordinary Parliamentary Rules shall be observed by all the members.

PRECEDENCE OF SUBSIDIARY QUESTIONS.—While a question is pending, no motion shall be received but to adjourn, to lie on the table, for the previous question, to postpone to a day certain, to commit to a standing committee, to commit to a special committee, to amend, to postpone indefinitely, which several questions shall have precedence in the order in which they are here arranged.

SECRETARY TO FURNISH A LIST OF UNFINISHED BUSINESS, &c.—The Secretary shall, at every meeting of the Board, furnish to the President a list of Reports due, and of all items of unfinished business, in the order of their appearance upon the minutes.

THE PRESIDENT TO HAVE A VOTE.—The President shall have a vote upon all questions, and whenever the vote shall be a tie, the motion pending shall be considered as lost.

APPEALS.—Any one member may appeal from the decision of the chair, call for the “ayes and noes.”

NO QUESTION TO BE RAISED A SECOND TIME, EXCEPT, &c.—No question decided by the Board shall be raised again till after the next ensuing annual election of officers, unless leave to introduce the same be first granted by a vote of a majority of all the members of the Board; but this rule

shall not be construed to prevent a motion to reconsider, made at the same or the meeting next succeeding the taking of the question proposed to be reconsidered.

COMMUNICATIONS.—No communications from parties other than members or officers of the Board, shall be received, except in writing, unless by special permission of a majority of all the members.

RULES FOR ACTION IN FINANCIAL MATTERS.

AUDITING ACCOUNTS.—All accounts shall be audited by the Committee on Bills and accounts, before being acted upon by the Board; and to this end they shall be placed in the hands of the Secretary, on or before the twentieth day of each month; and the time for the action of the Board thereon, shall be the meeting next succeeding the date above named.

CONTRACTING BILLS.—No bills shall be contracted by any party except the Secretary, unless otherwise specially ordered by the Board; and no bill shall be audited by the Committee on Bills and Accounts, unless certified to by the party contracting the same.

MAJORITY OF ENTIRE BOARD REQUIRED FOR APPROPRIATION OF MONEY.—No appropriation of money out of the School Fund shall be made, except on a vote of a majority of all the members of the Board.

INCREASE OF SALARIES.—The salary of no officer, teacher or janitor shall be increased, either directly or indirectly, during the year for which he or she may have been employed, except in case this Board require services other than, and in addition to, those for which the party was appointed; nor in any such case, unless the compensation for said extra service be fixed at the time of the action of the Board requiring the same.

ELECTION OF TEACHERS.

ANNUAL ELECTION.—The annual election of teachers shall be held by this Board at its last regular meeting previous to the close of the schools for the summer vacation.

CERTIFICATES FROM BOARD OF EXAMINERS TO BE REQUIRED.—No person shall be employed as a permanent teacher in any of the schools, who shall not first have passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

AMENDMENTS AND SUSPENSION OF RULES.

SUSPENDING RULES.—In cases of emergency, the rules for the regulation of the proceedings of the Board, or for the government of the Schools, may be suspended by a vote of a majority of all the members of the Board.

AMENDMENTS.—Any addition to, or amendment of, the Rules of the Board, of the course of study pursued in the Schools, or of the regulations enacted for the government thereof, shall be presented in writing at some regular meeting, and, except proposals to exchange text-books, lie over at least two weeks from the time of its introduction, and then require a majority of all the members to pass the same. (*See next Rule.*)

CHANGE OF TEXT-BOOKS.—Any resolution proposing a change of text-books used in the Public Schools, shall be referred to the Committee on Text-Books, and shall not be finally acted upon in less than four weeks from the time of its introduction.

RULE AS AMENDED TO BE SUBSTITUTED FOR THE ORIGINAL RULE.—Whenever any one of the Rules of the Board, or the Regulations of the Schools, shall be amended, the original Rule shall be repealed, and the amended Rule put into its place.

SUPERINTENDENT.

TO BE THE EXECUTIVE OFFICER OF THE BOARD.—The Superintendent of Instruction shall be the Executive Officer of this Board, and in the performance of his duties shall be governed by the following rules :

TO SUPERVISE THE WORK OF INSTRUCTION, &c.—In conformity with the course of study and time-tables hereafter to be adopted, he shall direct, and, as far as possible, supervise the business of instruction in all the schools of this city. In so doing he shall visit the schools as often as practicable, note the means by which their defects may be obviated, and their efficiency promoted; and if, under these rules, it be not within his power to apply the necessary remedies, he shall recommend to the Board such changes in the rules, or such other measures as to him may seem desirable.

TO PREPARE BLANKS AND PRESCRIBE RULES FOR REPORTS.—He shall prepare a system of blanks for registers and reports, which shall present the duration of, and degree of regularity in, the attendance of pupils; and prescribe rules for the keeping and return of the same by the teachers. He shall inquire into and report, as far as may be, the causes of truancy and irregularity, and suggest the remedies therefor which may to him seem feasible and proper.

INSPECT SCHOOL BUILDINGS, AND REPORT CONDITION THEREOF.—He shall, from time to time, inspect the school buildings, furniture and apparatus, and report to this Board any defects in the same which may be calculated to impair the health of teachers and pupils, or interfere with the efficiency of the schools.

KEEP THE BOARD ADVISED AS TO SCHOOL SYSTEMS, &c.—He shall keep himself and this Board informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools of Cleveland, and for this purpose shall effect the best possible arrange-

ment for a permanent exchange of Reports between this and other School Boards.

TO FIX AND OBSERVE OFFICE HOURS.—He shall fix and observe at least one hour per day, out of school hours, for the business of his office, and the convenience of citizens who may have official business with him.

TO MAKE REPORTS.—Annually, as soon as possible, after the close of the schools for the summer vacation, he shall make a report of the schools, for publication with the report of the Secretary of the Board. In this report he shall give as particular a view as may be, of the progress and condition of each and all of the schools, and recommend such general measures as, in his judgment, may seem desirable for their improvement.

TO CALL TEACHERS' MEETINGS.—He shall meet the teachers at stated periods during term time, for the purpose of instructing them in the theory and practice of teaching, and the best means of governing their schools.

TO FILL VACANCIES AND MAKE TEMPORARY ARRANGEMENTS.—It shall be the duty of the Superintendent to fill all vacancies occasioned by the temporary illness or necessary absence of teachers, and make other temporary arrangements relative to the schools, which he may deem proper, and report the same to the Board, at its first subsequent meeting.

TO FIX THE TIME, MODE AND STANDARDS OF EXAMINATION.—He shall fix the time and prescribe the mode of all examinations of pupils for promotion from class to class, and determine the conditions thereof, so that they may be equal and uniform throughout all the schools. In conducting said examinations, and in ascertaining their results, he may require the aid of such teachers as he may call upon for the purpose.

TO PERFORM OTHER DUTIES PRESCRIBED BY THE BOARD.—In addition to the above duties, he shall perform such others as may be enjoined upon him by the Board.

Cleveland Public Schools.

THIRTY-THIRD ANNUAL REPORT

OF THE

Board of Education

FOR THE

SCHOOL YEAR ENDING AUG. 31, 1869.

Published by Order of the Board.

CLEVELAND:

FAIRBANKS, BENEDICT & CO., PRINTERS, HERALD OFFICE.

1870.

SCHOOL ORGANIZATION
FOR 1869-70.

OFFICERS OF THE BOARD OF EDUCATION.

PRESIDENT :

EDWIN R. PERKINS.

VICE-PRESIDENT :

JOSEPH BELL.

SECRETARY :

MOSES G. WATTERSON.

OFFICERS OF THE SCHOOLS.

SUPERINTENDENT OF INSTRUCTION :

ANDREW J. RICKOFF.

SUPERINTENDENT OF BUILDINGS :

JOSEPH BELL.

BOARD OF EDUCATION.



FIRST WARD,	-	-	-	-	CHARLES W. HEARD.
SECOND WARD,	-	-	-	-	A. K. SPENCER.
THIRD WARD,	-	-	-	-	CHARLES WHITAKER.
FOURTH WARD,	-	-	-	-	EDWIN R. PERKINS.
FIFTH WARD,	-	-	-	-	JOSEPH BELL.
SIXTH WARD,	-	-	-	-	MOSES G. WATTERSON.
SEVENTH WARD,	-	-	-	-	WARREN F. WALWORTH.
EIGHTH WARD,	-	-	-	-	WILLIAM DUGAN.
NINTH WARD,	-	-	-	-	MARCUS A. HANNA.
TENTH WARD,	-	-	-	-	SETH H. SHELDON.
ELEVENTH WARD,	-	-	-	-	LEWIS MERRICK.
TWELFTH WARD,	-	-	-	-	FREDRICK DALTON.
THIRTEENTH WARD,	-	-	-	-	ALBERT G. HART.
FOURTEENTH WARD,	-	-	-	-	EDWIN P. HUNT.
FIFTEENTH WARD,	-	-	-	-	GEORGE JUDSON.

STANDING COMMITTEES

FOR 1869-70.

1. *Finance*.—Messrs. SPENCER, HEARD, HANNA.
2. *Repairs and Supplies*.—WATTERSON, WHITAKER, DALTON.
3. *School Buildings*.—BELL, SPENCER, SHELDON.
4. *Claims*.—HEARD, JUDSON, MERRICK.
5. *Teachers*.—SHELDON, WATTERSON, WHITAKER.
6. *Salaries*.—HANNA, SPENCER, HEARD.
7. *Text Books and Course of Study*.—HUNT, HART, WALWORTH.
8. *Music*.—HART, HUNT, BELL.
9. *Boundaries*.—JUDSON, DALTON, WHITAKER.
10. *Discipline*.—DALTON, BELL, DUGAN.
11. *Library*.—WHITAKER, HUNT, HART.
12. *Rules and Regulations*.—WALWORTH, SPENCER, DUGAN.
13. *Printing*.—DUGAN, MERRICK, WATTERSON.
14. *Central High School*.—JUDSON, WALWORTH, BELL.
15. *West High School*.—MERRICK, SHELDON, HANNA.

PUBLIC LIBRARY.

COMMITTEE ON LIBRARY.

CHARLES WHITAKER, *Chairman.*

ALBERT G. HART, M. D.

EDWIN P. HUNT.

L. M. OVIATT, *Librarian.*

KATE M. TAYLOR, *Assistant.*

BOARD OF EXAMINERS OF TEACHERS.

EDWIN R. PERKINS, *President.*

LEWIS W. FORD, *Secretary.*

ANDREW J. RICKOFF.

PRESIDENT'S REPORT.

REPORT OF THE PRESIDENT.

The Board of Education for the city of Cleveland herewith respectfully submits its thirty-third Annual Report, being for the year ending August 31, 1869.

The receipts and expenditures during the year, on account of the School Contingent Fund, were as follows:

RECEIPTS.

Balance on hand September 1, 1868	\$28,521.19
First installment of Taxes for the year 1868, paid February, 1869	90,104 07
Second installment of Taxes for the year 1868, paid August, 1869	63,553 06
Tuition of Non-Resident Pupils	411 50
Cash from Brooklyn Township	1,785 42
Cash from Newburgh Township	1,125 21
Insurance upon old Rockwell Street building	880 50
Appropriation of City Council for fitting up Library Room	600 00
From all other sources	112 00
TOTAL	\$187,042 85

EXPENDITURES.

Salaries of Officers and Teachers	\$117,469 09
Salaries of Janitors	7,642 25
Rent of Offices	600 00
Rent of Rooms for Schools	1,731 11
Repairs and Supplies	10,880 66
Fuel	8,051 27
Census	454 48
Normal Institute	75 00
Carried forward	\$146,903 86

Brought forward.....	\$146,903 86
Furniture, (including book-cases for the Public Library,)	2,770 76
Advertising and Printing	1,080 84
Insurance.....	1,922 78
Heating Fixtures.....	1,635 13
Board of Examiners.....	200 00
Frescoing West High School Hall	325 00
Gas Fixtures for Offices of Board of Education and Superintendent, and Library	113 56
Gas	103 33
Interest	1,208 00
Miscellaneous.....	572 00
Transferred to account of Library Fund, being Library Tax for 1867	2,803 76
Balance on hand August 31, 1869.....	27,403 93
TOTAL.....	\$187,042 95

A more detailed exhibit of the expenditures of the year will be found by referring to the accompanying Financial Report of the Secretary.

SCHOOL BUILDINGS.

The buildings in process of erection in the second, fifth and eleventh wards, at the date of the last report, have all been completed, and were occupied at the commencement of the first term of the present school year. They are commodious and well arranged, and are a credit to the public spirit and liberality of the municipal government of our city, under whose authority they were designed and contracted to be built. They furnish ample accommodation to all the pupils within the respective districts in which they are located, while they have rendered unnecessary the further occupancy of several of the old buildings for school purposes. The buildings thus ceasing to be occupied are the West St. Clair Street building, appropriated for the use of the Fire Department by the city council, with the consent of the Board of Education; the Middle St. Clair Street building, and the old building located on Penn street, which have been

ordered to be sold and the proceeds placed to the credit of the School Construction Fund. The small frame building on Bank street, being no longer needed in that locality, is to be removed to the fourth ward to relieve in some measure several of the over-crowded Primary schools in the Brownell Street building. The rapid increase of the school population in the Mayflower Street district during the past few years, has rendered it very difficult to furnish school accommodation of any kind to many of the pupils residing therein. It has been found necessary therefore to build an addition to the Mayflower Street building, which, when completed, it is believed, will obviate the necessity of renting rooms in that locality for school purposes, at least for some time to come.

The following is a statement of the receipts and expenditures for the year, on account of the School Construction Fund:

• RECEIPTS.

Balance on hand August 31, 1868.....	\$131,263 39
Proceeds of bonds sold.....	61,992 62
Balance received from old Brownell St. School lot..	1,150 00
Cash received from sale of old buildings, fences, etc.	1,034 00
Total	\$195,440 01

EXPENDITURES.

Construction of School buildings.....	\$101,524 08
Furniture	12,549 02
Heating fixtures.....	12,337 44
Slating blackboards	438 42
Services of architects.....	2,755 45
Water closets	2,787 52
Fences	3,684 00
Flagging walks.....	2,177 41
School house lots.....	22,111 54
Appropriation for fitting up Library room.....	600 00
Printing bonds	80 00
Balance on hand August 31, 1869.....	34,434 53
Total	\$195,440 01

VALUE OF SCHOOL PROPERTY.

The following table contains a statement of the approximate value of all the school property owned by the city of Cleveland, at the date of this report. It also shows the value of the several school house sites, the value of the buildings and improvements, the style of seating in the respective buildings, and the value of the furniture, the mode of heating and the cost of heating apparatus. The facts set forth in this table have been obtained only by careful investigation, and give, it is believed, in a concise form, the substantial results which have been secured during the past few years from the large expenditures on account of the Construction Fund.

SCHOOL PROPERTY, LOCATION OF SCHOOL HOUSES, ESTIMATED VALUES OF SITES, COST OF ERECTION, FURNITURE, &c.

SCHOOL HOUSES, NAMED FROM STREETS ON WHICH LOCATED.	Date of Erection	LOCATION AND SIZE OF LOTS.	Estimated value of sites.	Number of Rooms.	Number of Seats.	Cost of Build'g & Improve- ments.	How Seated.	Value of Furniture	How Heated.	Cost of Heating Apparatus	Total cost of School Property.
HIGH SCHOOLS.											
Central High School.	1886	On Euclid Ave., bet. Erie and Sheriff, 104 by 197,...	\$ 20,800	9	216	\$35,000	Single desks	\$3,000	Furnaces...	\$ 3,000	\$ 61,800
West High School.	1861	Corner of Ann and State.	5,000	5	80	25,000	Single desks	2,000	Furnaces...	2,000	34,000
FIRST DISTRICT.											
Rockwell	1869	Rockwell 190 7-12, Bond 165.	45,873	18	1034	55,178	Single desks	4,500	Steam...	5,714	121,365
St. Clair (n. w.)	1869	Between Dodge and North Perry 200 6-12 by 2-8 6-12	21,000	18	1034	58,183	Single desks	4,500	Steam...	5,714	89,347
St. Clair (old)	1868	100 on St. Clair by 150 on Alabama.	7,000	9	552	20,000	D'ble desks & chairs	812	Stoves...	450	28,352
Case Avenue.	1885	152 1/2-12 on Case Avenue by 2-8 2-12 on Cooper.	7,830	6	350	4,470	Single desks	1,277	Stoves...	120	13,697
Middle St. Clair.	1852	Between Dodge and Milrison, 40 by 150.	3,000	4	...	300	Chairs	25	Stoves...	...	3,325
SECOND DISTRICT.											
Sterling Avenue.	1868	181 6-12 on Sterling by 151 6-12 on Cedar and Libbey.	9,075	18	1049	54,683	Single desks	5,089	Hot Water,	8,562	77,253
Mayflower.	1854	99 on Orange by 150 on Mayflower.	4,455	18	1034	38,000	Single desks	4,200	Steam...	5,000	51,655
Wilson Avenue	1868	Front on Wilson Ave. 605 on Warrensville Road	16,000	6	348	4,000	Double desks	350	Stoves...	90	20,440
Warren	1869	568 3-24, Rear Line from street to street 487 3-12	5,062	4	208	5,238	Single desks	599	Stoves...	120	11,020
Perry	1869	190 on Warren & Trumbull, 346 from street to street,	1,000	2	115	3,500	Chairs	25	Stoves...	30	4,555
THIRD DISTRICT.											
Brownell.	1865	124 3-12 on Brownell, 273 5-12 on Sumner.	9,300	18	955	40,000	Single desks	4,500	Steam...	7,000	60,300
Eagle	1855	Between Broadway Ave. and Erie, 100 by 175.	7,000	9	468	20,000	Double desks	812	Stoves...	90	27,902
University Heights	1856	Corner of Wood and Park	5,000	4	441	6,000	Double desks	100	Stoves...	100	11,300
Prospect.	1856	Between Ontario and Erie, 50 by 138 6-12.	10,000	4	...	200	Double Desks	200	Stoves...	40	10,440
FOURTH DISTRICT.											
Kentucky	1852	120 on Kentucky, 198 on Reservoir.	7,000	12	600	38,089	Single desks	4,000	Furnaces...	4,000	48,089
Peach.	1869	Pacing Orchard, 297 on Peach, 190 deep.	7,722	18	1034	57,535	Single desks	4,500	Steam...	5,714	75,471
Washington.	1858	109 6-12 on Washington by 132 on St. Paul,	2,725	4	198	1,200	D'ble desks & chairs	25	Stoves...	30	3,980
Hicks	1858	Between Bridge and Lorain, 132 by 156.	5,500	8	478	12,000	"	400	Stoves...	90	17,990
Birch	1858	South of Lorain, 80 by —	1,200	1	...	1,000	"	50	Stoves...	10	2,360
Wade Avenue.	1854	60 on Wade by 139 on Mill.	1,250	4	221	3,000	Single desks	880	Stoves...	60	5,190
Penn.	1854	Between Lorain and Chatham, 100 by 119.	3,000	2	...	5,000	"	150	Stoves...	...	3,000
Pearl.	1853	124 on Pearl, 140 on Division.	5,000	5	308	5,000	D'ble desks & chairs	...	...	60	1,210
\$Total value of School property.			\$210,792	301	10753	\$492,477		\$41,938		\$47,994	\$753,301

* With value of addition now making. † Not originally erected for school purposes. ‡ Including rented rooms.

§ The value of the Public Library, \$10,351, being added to the value of School Houses, &c., gives an aggregate of \$803,555.

THE PUBLIC LIBRARY.

In the last report, a brief statement was made of the general character and aims of the Public Library, which was at that time just ready to be thrown open to the public. Its great success, while it has been very gratifying, has been a source of no little embarrassment in its management. The demand for books has been so great that it has been found impracticable to meet it as fully as desired. Families have been restricted to one book each; and yet, with this restriction, nearly or quite one-half of the entire number of volumes belonging to the Library are in constant circulation. The Board hopes to be able, at no distant day, to remove this restriction, and thus be able to furnish all the advantages it is desirable a library should possess. The tax imposed is a very small burden to any tax payer, and yet is sufficiently large to insure each year an increase of the library by nearly two thousand volumes. We are gratified to be able to announce that its benefits are being shared by all classes of our citizens — the books finding their way into the homes of the rich and poor alike. During the ensuing year a German department is to be opened. Our German fellow citizens having charge of the Humboldt festival, wisely concluded that in no other way could they so well honor the memory of their great fellow countryman, as by applying the surplus proceeds thereof to the purchase of German standard works to be placed in the Public Library. Accordingly they have notified the Board that this surplus, amounting to about \$1,000, has been appropriated to this use; and suitable cases are now being provided for the reception of the books. For full information respecting the classification, general character, &c., of the Library, reference is made to the accompanying report of the Librarian, L. M. Oviatt, Esq.

The following is a statement of the receipts and expenditures for the year on account of the Library Fund:

RECEIPTS.

Tax for the year 1867, being amount transferred from	
Contingent Fund account.....	\$2,803 76
First installment of Taxes for 1868, paid February, 1869,	2,034 00
Second installment of Taxes for 1868, paid August, 1869,	1,365 06
Cash received from Fines.....	252 83
Cash received in payment of Books Lost.....	10 75
TOTAL.....	\$6,466 40

EXPENDITURES.

Books.....	\$4,376 52
Binding.....	256 35
Balance on hand August 3, 1869	1,833 53
TOTAL.....	\$6,466 40

SUPERINTENDENT'S REPORT.

For information respecting the work of the year, the mode of classification, quality of instruction, success of teachers, etc., reference is made to the able report of the Superintendent, to whose faithfulness and distinguished ability as an educator, it affords the Board great pleasure to add its testimony to that of the school authorities of the city of Cincinnati, where he had occupied a similar position for several years before entering upon the superintendence of our schools. To the instructive lessons derived from the statistical tables, which he has prepared with much care, the attention of all those interested in the welfare of our Public School system is respectfully invited. And the Board earnestly seeks the co-operation of parents and guardians in its efforts to remedy the defects of the system therein set forth, and especially that prolific source of evil, irregularity in attendance.

CONSOLIDATION OF SCHOOLS.

At the commencement of the year, the policy of diminishing the number of Grammar Schools was cautiously entered upon,

with a view to promotè their efficiency, and at the same time decrease their expense. With this end in view, the Grammar Schools were discontinued in the Eagle Street, West St. Clair Street, and Pearl Street buildings, thus diminishing the number of such schools from ten to seven. In taking this action, the Board announced it as the first step in the way of reform. The experiment was carefully tried, and succeeded so well that, in May last, it was decided to divide the city into four districts, and to appoint one Principal for each district, whose entire time should be spent in supervising the work of government and instruction in all the schools in his district, under the direction of the Superintendent. It was, at a later day, decided that there should be but four A Grammar Classes, one in each district. From this statement it will be seen that it was the purpose of the Board that the entire work of class instruction, in all the grades below the High Schools, should be performed by females, and that all candidates for promotion to the High Schools should be taught by four, instead of ten teachers. It will readily be perceived that the uniformity of preparation for those schools must be greatly promoted by this arrangement. At the date of this report, the schools have been in session nearly one-half of the entire school year, and it is believed that at no time in the history of the schools has the discipline been more perfect, and instruction more thorough, than at the present. So far as can be judged from the limited trial of the plan, it is safe to say that its results have more than met the expectations of its warmest advocates.

The Cincinnati schools, during the superintendence of Mr. Rickoff, were organized upon substantially the same basis, with the exception that the District Schools, which correspond to our Primary Schools, embrace six of the eight years of our

Common School course of study, and the Intermediate Schools, corresponding to the A and B grades in our Grammar Schools, cover only the remaining two years. Of these Intermediate Schools, there are but two in the entire city, which has a population more than two and one-half times as large as our own. It will readily be seen that the classification of these schools must be very nearly perfect. In his last report, the Superintendent of the Cincinnati Schools, John Hancock, Esq., in speaking of the practical working of their school system, after a trial of more than fifteen years, recommends the Board of Education so to change the organization of their schools that the Intermediate Schools shall embrace four years, and the District Schools four years. The reason given for making this recommendation is that the classification in the Intermediate grades is necessarily so much more perfect than in the District grades, that the two highest classes in the District Schools can be taught in the Intermediate Schools at a saving, in the cost of instruction, of more than 33 per cent. He then adds: "These figures incontestably establish, what has often heretofore been doubted, the economy of the Intermediate Schools. Started fifteen years ago, under the superintendency of Mr. Rickoff, time and experience have proved the excellence of their organization; and all the arguments he then adduced for the inauguration of the system will apply equally well to-day for its extension." This endorsement is as emphatic as it is gratifying; and is as pertinent, when applied to Cleveland, as to Cincinnati.

NORMAL TEACHERS INSTITUTE.

A Normal Institute was held for two days at the beginning of the first term of the year, under the direction of the Superintendent. It was very much regretted that it could continue only

for so brief a time; yet, short as was its duration, it proved an excellent commencement of the work of the year, and aided very materially the Superintendent in the class instruction he has given, at stated meetings, to teachers in all the grades of our schools. These Institutes have come to be regarded as a permanent feature in our school work, whose beneficial results it would be difficult to overestimate. They supply, in part, the place of a Normal Department in connection with one of our High Schools, the want of which has long been felt and deplored. Such a department, once established, it is believed, might very soon be made self-supporting, and would furnish an abundant supply of well trained, earnest and faithful teachers.

MUSIC AND DRAWING.

There was no special teacher of music employed in the schools during the year. Several ineffectual attempts were made to secure the services of a competent teacher; but the Board deemed it much wiser to leave the instruction in music to be given by the teachers of the several schools, rather than make the experiment of employing a special teacher, who did not give promise of being entirely successful. Drawing of late years has been but little taught, save as connected with the study of Geography. In map drawing, our pupils are very proficient. In nearly all the schools, very many of them are able, from memory, to draw very accurate maps of most of the principal countries of the world, tracing mountain ranges, describing the courses of rivers, locating principal cities, &c. But, while such skill in map drawing reflects great credit upon both teachers and pupils, it is very desirable that drawing should again be made a part of the education of pupils in every grade of our schools. Let us hope that the

narrow views of economy which, nearly fifteen years ago, in dismissing the special Teacher of Drawing, practically excluded the study of the same from the schools, are to be superseded by still more liberal plans for perfecting the course of study, enlarging the influence and adding to the prosperity of our system of popular education, in whose welfare every citizen ought to feel the deepest solicitude.

EXPENSES OF THE SCHOOLS.

The growth of our population during the past ten years has been very rapid. The expenditures of our schools have of necessity been largely increased. By many of our tax payers they have been thought to have increased unduly. A little investigation will satisfy any unprejudiced mind that no department of our municipal government has been so economically managed as the school department. The following table has been prepared with much care, showing the cost of the several departments of the City Government from the year 1857 to 1869 inclusive. The table is defective for the reason that reports could not be found for the years 1858, '59, '61 and '62.

Report of the President.

Comparative Expenditures of the several Departments of the Municipal Government of the City of Cleveland, from 1857 to 1869 inclusive.

Year.	Fire.	Police.	General Fund.	School Tuition Fund.	Infirmary.
1857	\$ 7,308 93	\$ 16,711 75	\$ 40,645 44	\$ 44,619 01	\$ 16,129 54
1858	-----	-----	-----	-----	-----
1859	-----	-----	-----	-----	-----
1860	13,244 46	14,090 62	46,939 68	48,189 89	15,891 11
1861	-----	-----	-----	-----	-----
1862	-----	-----	-----	-----	-----
1863	19,713 08	36,518 68	48,939 50	54,964 70	28,013 32
1864	94,353 91	39,959 56	99,422 63	54,446 88	16,311 54
1865	39,378 37	48,924 12	98,246 24	86,734 09	43,313 54
1866	57,315 05	44,852 53	82,639 23	88,037 03	32,835 12
1867	41,139 85	64,434 77	119,878 18	108,773 63	88,512 23
1868	60,761 66	59,960 51	171,569 09	129,908 60	52,355 92
1869	88,102 62	70,853 45	265,417 92	157,985 82	49,647 08

From the foregoing table it will be seen that the expenses of the Fire Department in 1869 were more than 12, of the Police, 4 $\frac{1}{2}$, of the General Fund, 6 $\frac{1}{2}$, of the Schools, 3 $\frac{1}{2}$, and of the Infirmary, 3 times as large as in 1857. And if the expenses of the Schools for the year 1857 be reduced to the value of the currency now in circulation calling gold worth a premium of 35 per cent., which is less than the average rate for the year ending August 31st, the expenses for the year 1869 will be found to be but 2 $\frac{1}{2}$ times as large as they were in 1857, being an increase but a trifle greater than the increase in population for the same period. Cleveland then contained a population of 42,000—now of not less than 100,000. We then employed 80 Teachers—now 172.

The school population according to the census then was 13,121, now 27,524.

A partially successful effort has been made to institute a comparison between the cost of maintaining our schools and the cost of maintaining schools in other large cities. The cities named in the following table are all whose reports are sufficiently specific upon this point to be of value in making the comparison. In this table will be found a statement of the amount paid for tuition, average number belonging to the schools, and the cost of tuition per capita, upon the basis of the *average number belonging*, in each of the cities named. In this statement the salaries of Superintendents are included, except for the cities of New York and St. Louis :

Cities.	Average number belonging.	Amount paid for Tuition.	Cost of Instruction per Scholar.
Boston.....	33,535	\$ 719,628 04	\$ 21 45
New York, Ward & Prim.	86,154	1,615,268 78	18 74
Cincinnati.....	19,591	340,036 22	17 40
St. Louis.....	12,781	198,211 90	15 51
Chicago.....	22,837.6	357,215 43	15 64
Cleveland.....	7,694.7	113,463 95	14 74

The statement above, for the city of New York, includes only the Grammar and Primary Schools.

The Board has sought to administer the trusts committed to its care with as rigid economy as the welfare of the schools would permit. The foregoing tables are proof of the degree of success that has crowned its efforts.

INCREASE OF THE SCHOOL-GOING POPULATION.

As a matter of no inconsiderable interest to citizens of Cleveland, the following table is inserted, exhibiting the results of the enumeration of youth from five to twenty years of age inclusive, for the past twenty-two years. It affords a good basis for a very accurate estimate of the growth of the population of the city.

Years.	Enumeration.	Average Attendance at School.	Years.	Enumeration.	Average Attendance at School.
1848	3,283	1,259	1859	13,370	3,930
1849	4,773	2,081	1860	14,309	
1850	5,042	2,304	1861	14,625	3,921
1851	6,742	2,575	1862	15,477	
1852			1863	16,577	
1853			1864	17,325	
1854	12,076	3,061	1865	18,023	4,890
1855	12,947	3,311	1866	18,607	5,334
1856	12,998	3,410	1867	20,775	5,520
1857	13,121	3,714	1868	25,823	6,623
1858	12,984	3,817	1869	27,524	7,222

CONCLUSION.

The year, as will be seen from the Superintendent's Report, has been one of general prosperity in all the schools. None of the exciting questions that have been raised in some of our sister cities have been agitated here. The policy of establishing German-English Schools, as a feature of our school system, which has been pressed upon the attention of the Board during the past few years, has at length been adopted, and it is expected that arrangements will be made for opening them at the commencement of the Spring Term of the present year. In other cities

they have proved to be a very decided success, and it is confidently believed that they will prove equally valuable here. Their advocates ask for them a fair trial; and the Board stands fully committed to the policy of making such trial.

The teachers have been faithful and earnest in the performance of their duties, and through their labors the schools have obtained a prominence among the schools of the country, of which every citizen has reason to be proud. Scarcely a week passes without the presence of visitors, who come to inspect the working of our system and to study our classification. Our teachers are sought for by other cities, and in many instances, are lost to us by reason of our inability to pay as much as is paid elsewhere. At the close of the year, Andrew Freese, Esq., Principal of the Central High School, felt compelled, by reason of impaired health, to tender the Board his resignation. In accepting the same, the Board unanimously adopted the following resolution as an expression of its appreciation of the value of his services :

“The Board of Education having received and accepted the resignation of Andrew Freese, Esq., Principal of the Central High School, therefore, be it

“ *Resolved*, That the thanks of this Board be and they are hereby tendered to Mr. Freese for the valuable services he has rendered in the various relations he has sustained to the Public Schools of this city during the last quarter of a century. In every position he has been called to fill he has proved himself faithful to the trust committed to his keeping. To him more than to any other are we indebted for the early organization of our system of graded schools.

“ *Resolved*, That the President and Secretary of this Board be requested to communicate to Mr. Freese the feeling of regret occasioned by his withdrawal from our service, together with a certified copy of the action of the Board this evening.”

For the Board of Education.

Jan. 1, 1870.

E. R. PERKINS, *President.*

SECRETARY'S FINANCIAL REPORT.

SECRETARY'S FINANCIAL REPORT.

OFFICE OF THE SECRETARY,

CLEVELAND, August 31st, 1869.

To the Honorable, the Board of Education :

GENTLEMEN: A statement in detail of the Receipts and Expenditures of the School, the School Construction and the Library Funds, for the year ending August 31st, 1869, is herewith respectfully submitted :

SCHOOL FUND.

RECEIPTS.

Balance on hand September 1st, 1868.....	\$ 28,521 19
First instalment of taxes for the year 1868, paid February, 1869, City levy.....	69,155 58
State levy	20,948 49
Second instalment, 1868, paid Aug., 1869, city levy	46,393 37
State levy	17,159 69
Tuition of non-resident pupils.....	411 50
Share of portion of Brooklyn tp. incorporated....	1,785 42
Share of portion of Newburgh tp. incorporated...	1,125 21
Insurance of old Rockwell street building.....	830 50
Appropriation of City Council for fitting up public library room.....	600 00
From all other sources.....	112 00
Total receipts.....	\$187,042 95

DETAILED STATEMENT OF EXPENDITURES FROM SCHOOL FUND.

Central High School:

Tuition	\$ 8,285 00	
Janitor	408 00	
Fuel	589 76	
Repairs and supplies	525 00	
Furniture	15 00	
Heating fixtures	47 00	
Insurance	118 20	
Gas	45 74	
	<hr/>	\$ 10,033 70

West High School:

Tuition	\$ 8,912 24	
Janitor	408 00	
Fuel	260 50	
Repairs and supplies	305 90	
Heating fixtures	18 84	
Insurance	74 00	
Gas	45	
	<hr/>	4,979 93

Rockwell Street District:

Tuition	\$ 5,167 00	
Janitor	229 00	
Fuel	220 78	
Repairs and supplies	1,296 02	
Furniture	90 75	
Heating fixtures	34 56	
Insurance	232 97	
	<hr/>	7,271 08

West St. Clair Street Sub-District:

Tuition	\$ 4,767 00	
Janitor	332 00	
Fuel	264 02	
Repairs and supplies	298 58	
Furniture	2 50	
Heating fixtures	368 73	
Insurance	78 53	
Rent	299 86	
	<hr/>	6,411 22

Secretary's Financial Report.

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Brownell Street Sub-District:

Tuition.....	\$11,491 50	
Janitor.....	814 00	
Fuel.....	1,142 48	
Repairs and supplies.....	627 54	
Furniture.....	36 50	
Heating fixtures.....		
Insurance.....	212 15	
Rent.....	225 00	
		\$14,549 17

Eagle Street Sub-District:

Tuition.....	\$ 4,825 25	
Janitor.....	326 00	
Fuel.....	607 83	
Repairs and supplies.....	128 54	
Heating fixtures.....	39 94	
Insurance.....	60 60	
		5,988 16

Prospect Street Sub-District:

Tuition.....	\$ 2,202 00	
Janitor.....	180 00	
Fuel.....	117 58	
Repairs and supplies.....	107 74	
Furniture.....	5 00	
Heating fixtures.....	35 43	
Insurance.....	20 39	
		2,668 14

East St. Clair Street Sub-District:

Tuition.....	\$ 7,282 00	
Janitor.....	344 00	
Fuel.....	594 49	
Repairs and supplies.....	573 68	
Heating fixtures.....	189 34	
Insurance.....	47 26	
		9,030 77

Middle St. Clair Street Sub-District:

Tuition.....	\$ 3,152 00	
Janitor.....	504 00	
Fuel.....	253 02	
Repairs and supplies.....	436 64	
Heating fixtures.....	21 10	
Insurance.....	235 57	
Rent.....	400 00	
		5,002 38

Case Avenue Sub-District:

Tuition	\$ 3,482 00	
Janitor	252 00	
Fuel	133 19	
Repairs and supplies	230 88	
Heating fixtures	64 93	
Insurance	35 65	
	<hr/>	\$ 4,198 15

Sterling Avenue District:

Tuition	\$11,083 50	
Janitor	834 75	
Fuel	897 19	
Repairs and supplies	1,087 91	
Heating fixtures	8 90	
Insurance	176 50	
Rent	38 00	
Gas	11 73	
	<hr/>	14,138 48

Mayflower Street District:

Tuition	\$ 9,896 50	
Janitor	667 00	
Fuel	748 44	
Repairs and supplies	1,042 25	
Heating fixtures	170 38	
Furniture	8 50	
Insurance	101 25	
Rent	241 50	
	<hr/>	12,875 82

Wilson Avenue Sub-District:

Tuition	\$ 2,060 00	
Janitor	166 00	
Fuel	123 73	
Repairs and supplies	806 32	
Heating fixtures	93 54	
Furniture	15 00	
Insurance	45 75	
	<hr/>	3,310 34

Hicks Street District:

Tuition	\$ 6,002 00	
Janitor	348 00	
Fuel	289 45	
Repairs and supplies	449 91	
Heating fixtures	133 28	
Insurance	66 65	
Rent	75 00	
	<hr/>	7,364 29

Secretary's Financial Report.

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Kentucky Street District (including Penn Street School):

Tuition	\$ 9,217 00	
Janitor	718 00	
Fuel	1,007 64	
Repairs and supplies	819 54	
Heating fixtures	44 15	
Furniture	57 50	
Insurance	110 16	
	<hr/>	\$11,968 99

Pearl Street Sub-District:

Tuition	\$ 2,705 00	
Janitor	244 00	
Fuel	295 64	
Repairs and supplies	229 58	
Heating fixtures	32 50	
Insurance	24 65	
	<hr/>	3,531 37

Washington Street Sub-District:

Tuition	\$ 2,269 00	
Janitor	160 00	
Fuel	127 65	
Repairs and supplies	225 50	
Heating fixtures	26 46	
Insurance	12 80	
	<hr/>	2,821 41

Wade Avenue Sub-District:

Tuition	\$ 1,928 25	
Janitor	152 00	
Fuel	67 65	
Repairs and supplies	411 47	
Heating fixtures	81 93	
Insurance	36 15	
	<hr/>	2,677 45

Heights Sub-District:

Tuition	\$ 4,679 75	
Janitor	291 00	
Fuel	133 08	
Repairs and supplies	385 07	
Heating fixtures	25 93	
Furniture	15 00	
Insurance	36 15	
Rent	319 75	
	<hr/>	5,885 73

Eleventh Ward Sub-District :

Tuition	\$ 1,862 00	
Janitor	96 00	
Fuel	32 93	
Repairs and supplies	133 03	
Insurance	119 00	
Rent	132 00	
	<hr/>	\$1,874 96

Fourteenth Ward Sub-District :

Tuition	\$ 749 14	
Janitor	51 50	
Fuel	57 17	
Repairs and supplies	476 66	
Heating fixtures	144 28	
Furniture	6 00	
Insurance	17 00	
	<hr/>	1,501 75

Industrial School :

Tuition	\$ 583 32	
	<hr/>	583 32

Special Teachers :

Writing	\$ 2,100 00	
Music	262 50	
	<hr/>	2,362 50

Officers of the Board :

Superintendent of Instruction	\$ 4,000 00	
Secretary	800 00	
Librarian	1,345 00	
Assistant Librarian	308 20	
Superintendent of Buildings and Repairs ..	1,551 94	
	<hr/>	8,005 14

Library and Board Rooms :

Furniture (including carpet, matting, &c.) ..	\$ 1,401 11	
Chandeliers and gas fixtures	113 56	
Repairing and refitting rooms	283 40	
Book cases	1,117 90	
Janitor	122 00	
Fuel	87 05	
Heating fixtures	53 91	
Insurance	61 40	
Rent	600 00	
Gas	45 41	
	<hr/>	3,885 74

Miscellaneous Expenditures:

Publishing annual report.....	\$ 503 32	
Board of examiners	200 00	
City maps for schools at large.....	280 00	
Frescoing West High School hall	325 00	
Vaccination.....	38 00	
Engraving cuts for annual report.....	60 00	
Tuning pianos.....	54 00	
Normal Institute.....	75 00	
Music for commencement exercises	28 00	
Engraving diplomas.....	82 00	
Printing and publishing.....	577 52	
Trees for Hudson Street School lot.....	30 00	
Interest on temporary loan.....	1,208 00	
Appropriation for library purposes.....	2,803 76	
		<u>\$6,264 60</u>

CLASSIFICATION OF EXPENDITURES FROM SCHOOL FUND.

Salaries of officers and teachers.....	\$117,469 09	
Salaries of Janitors.....	7,642 25	
Fuel	8,051 27	
Repairs and supplies	10,880 66	
Rent of extra rooms for schools.....	2,331 11	
Census	454 48	
Normal Institute.....	75 00	
Furniture (including book cases for pub. library)..	2,770 76	
Advertising and printing	1,080 84	
Insurance	1,922 78	
Miscellaneous.....	572 00	
Heating fixtures.....	1,635 13	
Paid Secretary of Board of Examiners.....	200 00	
Frescoing West High School Hall.....	325 00	
Gas fixtures for library and office of Board of Edu- cation	113 56	
Gas	103 33	
Interest on loans.....	1,208 00	
Transferred to library fund account.....	2,803 76	
Total expenditures.....		<u>\$159,639 02</u>
Balance on hand August 31st, 1869		<u>\$27,403 93</u>

CONSTRUCTION FUND.

RECEIPTS.

Balance in treasury, September 1st, 1868.....	\$131,263 39
Proceeds from bonds.....	61,992 62
Balance due on old Brownell school lot	1,150 00
Sale of old buildings, fences, &c.....	1,034 50
Total receipts.....	\$195,440 51

DETAILED STATEMENT OF EXPENDITURES FROM CONSTRUCTION FUND.

Rockwell Street School:

Construction of building.....	\$ 27,669 85
Heating fixtures	4,123 81
Services of architect.....	468 66
Certificate of title to lot.....	22 00
	\$ 32,284 32

St. Clair Street School (Fifth Ward):

Construction of building.....	\$ 37,581 04
Furniture	3,872 00
Heating fixtures	4,449 16
Slating blackboard.....	438 42
Services of architect.....	1,540 50
Flagging walks.....	705 64
Grading lot.....	312 00
	48,898 76

East St. Clair Street School:

Flagging walks.....	171 57
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Case Avenue School:

Construction of addition.....	\$ 1,525 00
Furniture	1,276 70
Services of architect.....	45 00
Balance paid on lot.....	318 00
	3,164 70

Sterling Avenue School:

Construction (changes in Gram. School room)\$	893 50
Furniture	5,032 55
Water closets	1,274 76
Fence.....	2,545 95
Flagging walks.....	1,300 20
Grading lot.....	125 00
	11,171 96

Wilson Avenue School:

Removal and repair of buildings.....	\$ 1,956 50
Cost of lot.....	16,000 00
	17,956 50

Warren Street School:

Construction of building	\$ 5,239 50	
Furniture.....	598 25	
Water closets.....	218 00	
Services of architect.....	157 18	
Cost of lot	5,061 59	
	<hr/>	\$ 11,274 52

Perry Street School:

Addition to lot.....		55 00
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Brownell Street School:

Construction (changes in Gram. School room)\$	595 58	
Heating fixtures—balance on construction of furnaces.....	1,061 95	
	<hr/>	1,657 53

Central High School:

Heating fixtures.....		66 71
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Kentucky Street School:

Construction (changes in Gram. School room)\$	2,009 13	
Furniture	782 93	
Water closets	1,274 76	
Fence	1,138 05	
Services of architect.....	29 70	
Addition to lot.....	186 60	
	<hr/>	5,421 17

Orchard Street School:

Construction of building	\$ 22,953 98	
Heating fixtures	2,635 81	
Services of architect.....	468 66	
Certificate of title to lot	31 35	
	<hr/>	26,089 80

Wade Avenue School:

Construction of addition.....	\$ 1,100 00	
Furniture	829 30	
Services of architect	45 75	
	<hr/>	1,975 05

Hicks Street School:

Furniture		157 89
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General Expenses:

Appropriation for library rooms.....	\$ 600 00	
Printing bonds	60 00	
	<hr/>	660 00

Total.....		\$ 161,005 48
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EXPENDITURES FROM CONSTRUCTION FUND CLASSIFIED.

Construction of buildings.....	\$101,524 08	
Furniture.....	12,549 62	
Heating fixtures.....	12,337 44	
Slating blackboard.....	438 42	
Services of architects.....	2,755 45	
Water closets.....	2,767 52	
Fences.....	3,684 00	
Flagging walks.....	2,177 41	
School house lots.....	22,111 54	
Appropriation for fitting up library room.....	600 00	
Printing bonds.....	60 00	
		<u>\$161,005 48</u>
Balance on hand.....		<u>\$34,435 03</u>

LIBRARY FUND.**RECEIPTS.**

Amount transferred from School Fund account....	\$ 2,803 76	
First instalment of taxes for 1868, rec'd Feb., 1869	2,034 00	
Second " " " " " Aug., 1869	1,365 06	
Received from fines.....	252 83	
Received in payment for books lost.....	10 75	
		<u>\$6,466 40</u>

EXPENDITURES.

Books.....	\$ 4,376 52	
Binding.....	256 35	
		<u>4,632 87</u>
Total expenditures.....		<u>4,632 87</u>
Balance on hand Aug. 31st.....		<u>\$1,833 53</u>

TOTAL RECEIPTS AND EXPENDITURES.**RECEIPTS.**

Tuition fund.....	\$187,042 95	
Construction fund.....	195,440 51	
Library fund.....	6,466 40	
		<u>\$388,949 86</u>

EXPENDITURES.

From tuition fund.....	\$159,639 02	
From construction fund.....	161,005 48	
From library fund.....	4,632 87	
		<u>325,277 37</u>
Balance on hand Aug. 31st, 1869.....		<u>\$ 63,672 49</u>

Respectfully submitted,

M. G. WATTERSON, *Sec'y.*

SUPERINTENDENT'S REPORT.

SUPERINTENDENT'S REPORT.

*To THE BOARD OF EDUCATION
of the City of Cleveland :*

I have the honor to submit to you my second annual report for the school year ending September 1st, 1869. Annexed will be found statistical tables, showing :

1st. The average number of teachers employed, the average enrollment and attendance of pupils, together with the cost of instruction in each High School and Grammar School District.

2d. The length of time for which children were registered as members of the schools.

3d. The degree of regularity and irregularity in attendance.

4th. The number registered at the several ages.

5th. The number registered in the respective Grammar classes — the last four years of the common school course.

6th. The number registered in the primary classes — the first four years of the course.

7th. The average age of pupils registered in the several Grammar and Primary School classes.

8th. The average number of pupils belonging to school for each month of the school year.

9th. The average daily attendance for each month.

10th. The number of white youth enumerated in the several wards at each age from five to twenty inclusive, together with the number of colored youth.

11th. The number of white youth attending the public, private and church schools respectively, and the number not attending any school.

From the tables above named and corresponding tables in my last annual report, are derived the following summaries and comparisons.

I. ENUMERATION OF YOUTH.

	Oct. 1868.	Oct. 1869.
Enumeration of Youth.....	25,823	27,524
Increase for the year.....		1,701

II. ATTENDANCE.

	1867-8.	1868-9.
Whole number of pupils registered.....	10154	11151
Increase for the year.....		997
Average number belonging.....	7059.8	7694.7
Increase for the year.....		634.9
Average daily attendance.....	6623.2	7222.3
Increase for the year.....		599.1

III. TEACHERS.

Number of Teachers employed—males.....	17	14
Decrease for the year.....		3
—females.....	139	148
Increase for the year.....		9
Special Teachers.....	4	3
Decrease.....		1
Total average number of Teachers.....	160	165
Increase for the year.....		5
Average daily attendance to each teacher....	42.5	44.7
Increase for the year.....		2.25

If we compare the gain of daily attendance this year over the last, with that of the last, over the year preceding, we find it to be considerably greater; even making allowance for the gain

which resulted, from the incorporation of the twelfth, thirteenth, fourteenth and fifteenth wards, in the spring of 1868. That the increased attendance has been mainly owing to the growth of our population and only partially to the longer continuance of the pupils at School is apparent from summaries IV. and V., as follows:

IV. TIME IN SCHOOL.

Of the whole number registered the number who were at school—

	1867-8.		1868-9.	
Less than two months was.....	1117	11. per cent.	1240	11.1 per cent
Two months and less than four.....	2116	21. "	1830	16.4 "
Total less than four.....	3233	32. "	3070	27.5 "
Four and less than six.....	907	8.8 "	1161	10.4 "
Total less than six.....	4140	40.8 "	4231	37.9 "
Six and less than eight.....	1226	12.1 "	1307	11.7 "
Total less than eight.....	5366	52.9 "	5538	49.6 "
Eight and less than ten.....	2126	20.9 "	2043	18.3 "
Total less than ten.....	7492	73.8 "	7581	67.9 "
The entire year.....	2662	26.2 "	3570	32.1 "
Total enrollment.....	10,154		11,151	

V. DEGREE OF REGULARITY.

Of the pupils registered in the Grammar and Primary departments, the number absent—

	1867-8.		1868-9.	
Two or more days per week was..	90	.9 per cent.	80	.8 per cent
More than one and less than two.	406	4.1 "	566	5.2 "
Total more than one.....	496	5. "	646	6. "
One half and less than one.....	1667	17. "	1899	17.4 "
More than one-half.....	2216	22. "	2545	23.4 "

VI. CLASSIFICATION.

I am unable to make any comparison of the statistics of classification for the two consecutive years just past. The classification of the first year was not uniform in the several schools. That of the last was scarcely more than an approximation to

what it should be. This is evident from the proportions of the several classes. Of the 10,902 pupils in the Grammar and Primary schools through the year, there were in:

	Number.	Average age.	Remaining at close of year.	Per cent. of whole No. remaining
Class A, Grammar	--- 201	14.6	128	1.6
Class B, "	--- 288	13.6	192	2.7
Class C, "	--- 491	13.	389	5.4
Class D, "	---1491	11.6	926	12.8
Class A, Primary	---1700	10.6	1151	15.9
Class B, "	---1678	9.3	1124	15.5
Class C, "	---1657	8.4	1110	15.3
Class D, "	---8401	6.9	2223	30.8

Whole number enrolled in the Grammar classes 2,466; number remaining at the end of the year, 1,635. Per cent. of the whole number enrolled in Grammar and Primary schools, 22.5. Whole number enrolled in the Primary classes, 8,436. Number remaining at the end of the year, 5,608. Per cent. of the number enrolled in Grammar and Primary classes, 77.5.

Just previous to the re-classification of the schools the Grammar classes were all seated in the large rooms, called the Grammar School rooms, and were divided into four classes, the size of which, in most of the schools, was determined by the capacity of the rooms. These schools, when re-classified, were sub-divided into three classes, and the higher classes of what were called the Intermediate, then became the D classes of the Grammar schools. These facts will account partially for the large number in the D Grammar class, as compared with the one immediately above it. But it accounts for it only partially. The table below exhibits one cause for the disproportionate size of the lower classes, which well deserves attention.

VII. ATTENDANCE AND ENUMERATION.

Age.	Enumeration.	Enrollment.	Per cent. of enrollment on enumeration.	Same, 1867-8.
5	1,888			
6	2,073	1,968	94.9	81.8
7	2,154	1,376	63.8	53.7
8	2,188	1,379	63.	57.1
9	2,054	1,269	61.8	59.6
10	2,120	1,284	60.6	56.1
11	1,929	1,075	55.7	54.
12	2,029	1,030	50.8	48.3
13	1,722	753	43.7	43.1
14	1,674	473	28.2	31.1
15	1,407	279	19.8	19.3
16	1,394	148	10.6	15.5
17	1,196	69	5.8	6.4
18	1,389	36	2.8	3.3
19	1,081	10	.9	1.5
20	1,108	2	.2	.3
	<hr/> 27,306	<hr/> 11,151	<hr/> 40.8	<hr/> 39.3

While it is gratifying to note that 40.8 per cent. of the youth enumerated was in school during the last year, to 39.3 per cent. the year before, and that there was a very great gain among the younger children, it is far from pleasant to record the fact, that the per centage of the older ones was very considerably reduced. Though we may expect that as the schools are improved, especially as they improve in teaching the things most needed by the boy going to his apprenticeship, the sooner will many boys be taken from school, it is to be hoped that a higher appreciation of education will more than counteract this tendency.

It would appear at first sight that nine out of ten of the children enumerated at six years of age, are at least entered in our school registers at some time through the year, but it must be remembered that while the results of the enumeration stand as

fixed in October, the number of pupils registered at that time is constantly augmented by hundreds and hundreds of children entered thereafter as they arrive at their sixth birth-day.

As for the rest of the table, it needs no explanation. It reads very plainly to this effect. Of all the children in this city at twelve years of age, little more than one-half were in school at all last year, that more than two-thirds of those at fourteen and seven-eighths at sixteen, never darkened the school house doors.

VIII. SCHOLARS IN PRIVATE SCHOOLS, &C.

At the time of taking the enumeration of youth in October, 1868, an attempt was made to ascertain the number of children habitually attending the private and church schools, and of those not attending any school. As an approximate test of accuracy the number attending the public schools was taken at the same time. From one cause to another the returns were so unreliable that no report was made of the results. Last fall they were more satisfactory, and are presented in tabular statement number 11, accompanying this report.

Of the 27,306 white youth enumerated, it was found that there were in—

	Males.	Females.	Total.
Private Schools	564	682	1,246
Church Schools	2,574	2,889	5,413
Not in any School	4,797	5,342	10,139
Public Schools	5,340	5,168	10,508

By far the largest part of the youth reported as attending church institutions are enrolled in the Catholic schools; a part, in the schools attached to Protestant German churches. The most of those returned as in private schools go to German schools, comparatively few to the English.

If all the school-going population of our city were in the public schools, our accommodations would fall short of the demand; how far, we may judge by recurring to the fact that the greatest number we can possibly receive in all our school buildings is only 10,753.

IX. FLUCTUATION IN ATTENDANCE.

The following brief abstract from Table No. 9, shows the fluctuations in school attendance from month to month. It exhibits the average daily attendance in the Grammar and Primary schools for each month, ending at the several dates:

First term.	Second term.	Third term.
Sept. 26 6,775	Jan. 29 7,272	May 7 7,310
Oct. 23 6,938	Feb. 26 6,958	June 4 7,028
Nov. 20 7,034	March 26 6,839	June 25 6,808
Dec. 24 6,800		

The attendance increases from the opening of the schools to the third month, and then falls off the fourth, to about the starting point. At the opening of the schools in January there were about five hundred in daily attendance more than there were in September. The number then falls off to little more than the number entered the first month. Again, after the Spring vacation, the number increases nearly five hundred, but the whole of this gain is lost before the close of the year.

From this statement we can see at a glance how difficult it is to keep the pupils equally distributed among the schools, and at the same time to maintain the proper average of pupils to each teacher. These things are even more difficult than they would seem to be at first sight. A gain of five hundred in the total attendance upon the Grammar and Primary grades, indicates a gain of not less than eight hundred in the very lowest classes, for while they increase, the higher grades lose at least as many

as three or four hundred pupils, and this loss has to be compensated for before any gain appears in the general result.

It is very desirable, for the sake of economy, that these fluctuations be anticipated, as far as possible, at the beginning of the school year. The higher grades should then be well filled with pupils, which demands the concentration of such classes at as few points as may be. This should be carefully looked to not only as a matter of economy of school room and of annual expenditure for tuition, but that the Primary departments may be reduced to such a number of pupils as may be judiciously placed in them. They are now overcrowded that a due average may be maintained in spite of the small upper classes.

The foregoing abstracts, as well as the tables accompanying this report, are more elaborate than those usually found in school reports. They are given, however, because I am well convinced that our people who so wisely and freely expend money for the establishment and support of schools, are anxious to ascertain as soon as possible the probable results of their expenditures. It is true that they do not expect any immediate proceeds of their investments, but in the future they hope that the influence of the schools will be felt in the social circle, at the ballot box, on the judicial bench, in legislative halls, in the columns of the public press, through the avenues of trade, in the rapid development of commercial, manufacturing and agricultural pursuits, and in the promotion of every interest which concerns the happiness and welfare of mankind. Whether, therefore, they look to the magnitude of their expenditures for the cause of education, including the time and opportunity of the children as well as the money invested, or to the overwhelming social interests at stake, they must be anxious to know whether every condition of

success be fulfilled. It is therefore that the attendance is so carefully analyzed that results may be foreseen so far as they may depend upon the duration or regularity of attendance, or upon the age of the attendants.

If money enough be expended to furnish convenient school rooms and competent instruction for the whole school-going population, and that population attend school regularly from six or seven to fourteen years of age, the result should be a people educated so far as the course of study provided in our Grammar and Primary schools will carry them; but it matters not what beautiful school houses may be erected, nor how able the teachers employed, the result must be as far short of that standard as the attendance is short of that of all the children of the school-going age.

Reasoning from cause to effect, what must be the education of that people, one-third or one-fourth of whom, while at the school age, are not registered in school at all for a year or more at a time; when out of eleven thousand entered in the public schools three thousand stay less than four months, and more than four thousand less than six months in the year. When at times there are those who would enter into a reckoning with the common school system, and ask what it has done to prevent crime and to educate the masses who would not otherwise have been educated, it would be well that not only the amount of money expended be known; but that the opportunity which the people afford the schools for the education of their children, be known as well. Then it may be conceded by the judge, and finally felt by the people, that though good school houses are desirable, and good teachers indispensable, yet that they avail nothing unless the children go to school.

CHANGES IN ORGANIZATION.

For several years prior to the opening of the Schools in September, 1867, ten principals were employed, each having nominal charge of a school of from two hundred to a thousand pupils. About the time specified, as a sort of experiment, four of these principals were required to appropriate one-half of their time in visiting the rooms of their assistants for the purpose of exercising some supervision over them. In view of the fact that the smaller schools were almost twice as expensive, per capita, as the larger ones, and inasmuch as good classification in a small school of all grades is quite impossible, it was determined that at the end of the school year 1867-8, the higher grades of the Pearl, the West St. Clair and the Eagle Street schools should be consolidated with the higher classes of the neighboring schools, and their principals discharged. At the beginning of the second term of the year 1868-9, however, it was thought necessary to appoint a gentleman as principal of the large and rapidly growing school on University Heights, then but recently included within the city limits. For the greater part of the year, then, the schools were managed by eight instead of eleven principals, who would have been thought indispensable, under the original plan of organization.

Early in the fall of the same year, the question was raised whether the experiment of supervision should be continued in the four cases alluded to. After considerable deliberation it was finally decided that the experiment should be extended, and that all the principals should devote one half of their time to the supervision of the work of their assistants, the other half being devoted to the instruction of the highest Grammar School classes.

The inconveniences attending this arrangement are readily seen :

1st. The class assigned to the principal could, at best, receive his attention but half the time, while he was absent it was left under the care of an assistant who could do nothing more than see that they gave nominal attention to their work. It was only in exceptional cases that anything more could be attempted than the recitation of the lessons studied in the absence of the principal, special assistance, direction or care of individuals; and even general instruction was quite out of the question.

2d. The class exercises and the alternating hours of study, made it desirable that the principals should be at their rooms every other "bell" or subdivision of the day. How useless were the intervening "hours" for the purpose of supervision, may be readily imagined when we call to mind the considerable distances which they had often to travel to reach the schools not located in the same building in which they taught their own classes.

3d. Principals who had for years been accustomed to look only to the condition and advancement of their own classes, and whose reputation, even yet depended more upon the number and standing of the pupils whom they should send to the High Schools than upon the general efficiency of the school system, naturally found little to do in the lower primary grades for whose work and method they had never had any responsibility, and of which in most cases they knew but very little.

For such reasons as we have enumerated, neither the work of instruction nor the work of supervision was as well attended to as they might have been, had the one been separated from the other. At the close of the year the Board determined to reduce the number of principals to four, the lowest number supposed to

be necessary for efficient supervision, and to commit the instruction of the highest classes to female teachers.

The resolutions passed by the Board in regard to this matter are as follows, viz :

WHEREAS, At its meeting, held June 8th, 1868, this Board inaugurated the policy of reducing the number of Grammar schools and supervising principals, with a view to promoting the efficiency of all the departments of the schools, as well as securing greater economy in their management; and,

WHEREAS, The policy thus inaugurated has proved eminently successful in those districts where the experiment has been tried; therefore,

Resolved, That after the close of the present school year, the number of principals shall be reduced to four; and the committee on boundaries is hereby instructed to report as soon as practicable, to this Board, a plan for dividing the city into four districts, for each of which there shall hereafter, annually, be elected one principal, who shall have charge of all the schools therein.—*Passed May 3d, 1869.*

At a subsequent meeting, the committee on boundaries submitted the following resolution :

Resolved, That the city be divided into four grand divisions for school purposes, the coming year, in accordance with the resolution passed by this Board, May 3d, to be known and designated as follows, to wit :

District No. 1 shall include the present Rockwell and East St. Clair districts—being all that portion of the city lying north of Euclid avenue.

District No. 2 shall include all of the Sterling avenue and the Mayflower districts—being all that portion of the city lying south of Euclid avenue and east of Perry street.

District No. 3 shall include all of the present Brownell street district—being that portion of the city lying west of Perry street, south of Euclid avenue and the Rockwell street district, also that portion of the city lying east of Scranton avenue to the city limits on the south.

District No. 4 shall include that portion of the city lying west of Scranton avenue, west of the railroad running from the intersection of said avenue to Columbus street and the river, and thence west of the river to the lake.—*Passed June 7th, 1869.*

This action of the Board made it very easy to reduce the number of the higher classes in the Grammar schools still further than it had been done the previous year. Accordingly it was determined to organize but four classes of the A, and eight of the B Grammar grade.

The expense of the present arrangement is considerably less than it would have been under the old organization, had the proper duties of principals been exacted of the gentlemen then at the head of the several schools. For supervision and the instruction of the highest class there would be

Eleven principals, at a salary of at least \$1,500 each,..... \$16,500

For the same work there are now employed :

Four principals at \$1,800 each,.....	\$7,200
Four ladies as head assistants at \$1,000.....	4,000
Total.....	11,200
<hr/>	
Difference in favor of the present arrangement, per year.....	\$ 5,300

That the supervision of the four principals, relieved as they now are of the care of the higher classes, is very much more effective than the supervision of last year, is—at the time of writing this report—thoroughly proved, and that they are able to give their attention where it is most needed, in the Primary Schools, is a matter for the sincerest congratulation.

If there be any who are yet disposed to ask whether it is necessary that there should be any supervision on the part of the principals of schools at all, the reply is that its necessity has been thoroughly demonstrated by the experience of almost every city

and town throughout the whole country. Boston, though exceedingly slow to change, at least in school affairs, only a short time ago, and after a discussion of some years' duration, ordered that each master of a Grammar School should be relieved of the care of a special class, and give his attention to the working of the whole school under his charge, and to all the Primary schools tributary thereto. The propriety of a like step is discussed in Chicago, though a principal there, now has but one class and a special assistant, by whose aid he is enabled to give considerable time to the subordinate classes of his school. The principal of each school in New York and at Cincinnati gives his whole time to the direction of the labors of his assistants.

I referred to these facts in my report of last year, and now recur to them as the precedents which secured attention to arguments which were urged in favor of a close and professional supervision of the work of every teacher, every class, and even of the progress of every pupil in the schools of this city. The fact is that the business of teaching is fast assuming the character of a profession. There is not a single topic in any one of the branches taught that does not require study with reference to the best way of teaching it. There is not a single step in the progress of a child at school for which he does not need preparation at the step next below ; and just what that preparation must be, depends not only on the course of study prescribed, but also on the method of instruction which prevails in the school. In no lower grade of any well conducted graded school, is there a single subject taught which does not require to be carried on in the next higher grade, in form and spirit, as begun in that lower grade. Therefore it is, that unless unity of design pervades the instruction of successive grades, the progress of each individual child must be arrested and take new direction at every transfer.

Graded schools are economical because the pupils of each grade being all of one class, larger numbers may be taught by each teacher than if they were of several classes; they are more effective because each class has the advantage of receiving the teacher's entire attention; but if each successive teacher of a child is to teach as chance may direct, one on one plan and another on another, and a third with no plan at all, the result, instead of being a harmonious development of the mind and heart of the child, will be a distortion of both; instead of stores of accurate and systematized knowledge, a mass of heterogeneous fragments of almost useless information. The more nicely a system of schools is classified, the more necessity there is for constant, intelligent, professional oversight and direction.

Besides this oversight and direction of the work of teachers the principals of schools find an important and onerous task in the assignment of pupils to their proper grades. In a large district, not a day passes that does not bring several parents to put their children into the schools. If by a few questions as to the books previously used, their advancement in the several branches could be ascertained, it is seldom found that they are prepared in all branches for admission to any grade as established by our own course of study. But the fact is the books with which pupils usually present themselves at school, are scarcely ever a safe criterion by which to judge of their real qualifications. A careful examination then must be made and good judgment exercised that each pupil may be classified, not by his lowest standing in any study nor by his highest in any, but by his average standing in all, with due consideration of his probable capacity for further progress.

A frequent examination of every class by an adept in instruction who thoroughly comprehends the letter and spirit of the

course of study, is essential to keep up classes to the standard of classification, to correct many errors into which new teachers unavoidably fall, and into which all are likely to be betrayed by a special dislike of one study or aptitude for another. It is only by almost weekly inspection that the serious damage wrought by inexperienced or incapable teachers can be prevented.

The principals of districts are held responsible for the enforcement and observance of the rules and regulations of the schools, and it is especially enjoined upon them that they see that good order is maintained in the halls, upon the school premises and in the immediate neighborhood thereof, and that the strictest cleanliness is maintained in the school building and the out-houses belonging thereto. How important these duties, and how much time and attention they exact in a large school of nine hundred or a thousand pupils, can hardly be estimated by any one not actually engaged in the schools. They may be imagined, however, by those who understand the characteristics of the average American boy and girl.

They are required to see that all the records of the several departments are regularly and accurately kept according to the prescribed regulations; and on the Saturdays preceding the time specified by the rules of the Board for the payment of teachers' salaries, to transmit to the Secretary a report of the number of days' service of each teacher. To the Superintendent, they are required to report the time they have spent in the several grades, the results of their examinations and a monthly abstract of the attendance in each school within their respective districts. Each one of them, having an average of forty teachers under their direction, finds something to do in this.

They are required to see that "the teachers within their respective districts are promptly advised as to all rules and regulations

pertaining to the government and classification of their schools, and that they carry out the same in every particular"; to see that parents are duly notified of the absence of their children in all cases, when the cause of absence is unknown, or is not satisfactory; to suspend pupils temporarily for insubordination and irregularity of attendance, and to notify the parent and Superintendent of their action and its causes. They are further required to report to the Secretary a list of all repairs and supplies which may be requisite from time to time.

When to all these duties, it is added that they are required to meet with the Superintendent, and for a great part of the year to be present each week at three or four other meetings of teachers, held by him, all of which without exception is imperatively demanded for the harmonious and effective working of our school system, it will be readily perceived that they have many and important duties to perform.

A man who can fill well such a position as this is rare, and when found should be prized according to his rarity and his worth. He ought thoroughly to comprehend the spirit of the course of study, to know how to teach every branch taught in the schools, from the first lessons in the Primary to the last of the Grammar grade; else, when a new teacher goes to her school room he cannot go with her and show her what is to be done and how to do it. He ought to be deeply interested in the work of education; to that he should devote "head, heart, soul and being." It should possess him so that he could not throw it off if he would. It is only by earnestness and enthusiasm that he can inspire earnestness and enthusiasm in those who are under his direction. He must be a true man, or else teachers mistrust him. He should be a gentleman in manners, or else he loses a large part of the influence to which his abilities may entitle him. He

should be a friend to the teachers and yet the vigilant guardian of the interests of the pupils. He should be quick to discern faults, yet kind in their correction. He must have manliness and independence to represent frankly what the good of any school may demand, yet that courtesy which will enable him to say it in such a way that he may not seem to indulge in the expression of prejudice and ill humor. He must be ready to hear the complaints of parents, judicious in their investigation and inflexible in the application of the proper remedy. For the development of the highest possible efficiency of the public schools, for the promotion of the cause of education in Cleveland, such men are indispensable. How many of them there ought to be, must be decided by experience.

CLASSIFICATION.

In accordance with the course of study adopted just previous to the beginning of the school year, an attempt was made at the opening of the schools to divide the pupils into eight classes, corresponding to the first eight years of instruction. As was to be expected, however, it was quite out of the question, at once, to carry it into effect. Unduly advanced in a few branches, as in reading, for instance, and defective or entirely wanting in others, as in writing and arithmetic, pupils had to be held at the nominal point they had reached in the first, without arresting their real progress; and brought up to the required standard in the latter without "cramming." But by intelligent and assiduous labor, the greater part of the teachers so approximated the course of study that before the end of the year their classes were very nearly "on grade" and ready for a uniform examination. I am therefore able to report that the schools are classified according to the requirements of the Board, and that henceforth a

pupil removing from one part of the city to another, will find his appropriate place in school in the grade that he had left.

While it is gratifying to report the uniform classification of all the schools, I have to caution all those who now have, or who may hereafter take part in the management of the schools, that the course of study is but a means of facilitating the work of instruction, not a mould into which all instruction must fit itself. So soon as teachers feel that they are not permitted to overstep its limits, or that they will not receive any credit for aught they may do beyond its specific requirements, or so soon as they may grow into the belief that their whole duty is prescribed therein, and forget that the chief office of the teacher is not to communicate knowledge, but to foster the growth of the mind, to develop the intellect, to form the taste, to cultivate good habits, to elevate the morals, as soon as they forget this and content themselves with a soulless adherence to any course of study, our common school system will be a machine grinding out products as soulless as itself. Though a course of study is even indispensable to a well regulated school system, it is not too much to say that the real value of a school depends far less upon *what studies are pursued* than upon *how they are taught*. The first may determine what a child shall *know* to step from one grade to another, the second will determine his *habit of thought for life*.

It should be remembered that the whole scheme of class instruction is only a temporary expedient by which we are enabled to obtain the greatest possible results from the expenditure of whatever sums of money may at any time be available for public education. Though suited to our means and circumstances as a people, it is not adapted to the diverse requirements of individuals. The theory that what is done for one of a class is done equally well for all, is not true; and the objection that "our

courses of study and uniform examinations constitute a *procrustean bed*" is, therefore, not without reason. This objection, however, does not lie against a "course of study" because it is common to several schools, but because it compels uniformity of instruction and training between the individuals of a single school: for the average mind of any one school is nearer that of any other than the intellectual capacity and acquirements of one pupil is to that of any other pupil. But classification, within the school, is indispensable, and the closer it is the better, so long as large numbers of pupils have to be associated under the instruction of one teacher.

The utmost caution should be exercised that natural ability as well as advancement be duly regarded in classifying a school. We are otherwise likely to do great harm in various ways. In the first place, there is danger that children who are kept out of school to their seventh or eighth year of age, by parents who deem this the most judicious course, and that boys and girls from the country who have had limited opportunities for education, on coming into our schools and being associated with children younger than themselves, may not be permitted to advance as rapidly as they might safely do. In the second place, there is danger that pupils whose faculties are not proportionately strong may be prevented from making due advancement in the branches suited to their capacities; or hurried on beyond their ability in the branches for which they have no natural aptitude. In the third place, inexperienced or thoughtless teachers are in danger of setting too high an estimate upon certain conditions of advancement not essential to the pursuit of the course of study prescribed for a higher grade to which pupils are to be promoted. For instance, a boy thirteen or fourteen, or even older, might present himself for admission to the B or C

Grammar Class, who, through defective training, might not read well, might not even spell well, and only by virtue of superior industry or strength of mind be able to maintain his standing in arithmetic for a while, yet such a one might, in a few months, take the head of his class in almost every branch.

Among many instances of this kind which have occurred within my own observation, is that of a country boy who once presented himself for admission to an institution whose lowest grade corresponded with our B Grammar Class. On examination he utterly failed in the work of the lower schools, and the principal very properly refused to admit him, until it was represented by one in whom all had unhesitating confidence as a man of clear judgment and of unswerving integrity of character, that he knew the boy well, and that he could and would do the work of the school. The final result was that, being admitted, he not only completed the two years' work of the Grammar school in one, but the four years' course of the High School in three, and took its highest prize in the bargain. This is only one of many cases, and I mention it that it may have some influence to obtain for every such case, a trial of strength as well as of acquirement.

THE NAMES OF THE SCHOOLS.

When the first public school was established in Cleveland it was sufficient to call it the "Public School," and when the second was built it was very natural to distinguish between the two by speaking of the school on this or that street. In this way have we fallen upon the names now attached to our public schools. That they are awkward and cumbersome is allowed by all who have much to do with the schools themselves.

In some cities the schools are numbered, as for instance in New York, they have schools No. 1, 2, etc., up to No. 57,

and primary schools from No. 1 to No. 40. This plan is certainly convenient, except for the difficulty in recollecting the number of any particular school; but it is not common for men to distinguish by number, the things in which they take any considerable degree of pride. In this case the numbers were transferred with the schools, when they were handed over to the Board of Education by "The Public School Society," which was originally organized for the establishment of schools for poor children. In some places, as in Pittsburgh, the schools take the numbers of the wards in which they are located. This seems hardly appropriate for us, because the ward boundaries have nothing to do in determining the line of the school districts; nor is there with us, as in Pittsburgh, any separate boards of directors for the several wards.

For a great many years, how long I know not, the schools of Boston have been called by the names of men whom the city has delighted to honor, and there they speak of the Hancock, the Quincy, the Adams School, &c., &c. Twelve or fifteen years ago the same plan was adopted in Chicago, where they have the Franklin, the Washington, the Wells School, &c. It is respectfully suggested whether now, at a time when we have so many new school edifices, and before the associations and tender recollections of several generations of children have clustered about their names, it would not be well to give them such names as will serve to individualize them and at the same time to perpetuate the memory of distinguished citizens of Cleveland whom all are ready to honor, and especially of those who are remembered as the early friends and benefactors of its noble common school system.

TEACHERS' MEETINGS.

The institute held at the beginning of the year was limited to two days; but teachers being prepared to receive instruction in the light of the observation and reflection excited by the one of the previous summer, its benefits were more apparent. As when seed falls upon fertile earth, mellowed by plow and harrow, it quickly takes root and grows thriftily, so, at this institute, doctrines of education and theories of instruction being received into minds ready to entertain them, the results of this two days' work will be felt for years in the improved methods adopted in our schools.

In my notice of this institute, however brief, it is due that we acknowledge the value of the services of the two ladies who conducted its exercises, Misses Cooper and Seaver. Though one might doubt the philosophy of some features of the methods of the Home and Colonial Society, modified though they be by the greater liberality of the Oswego School, there are few who will hesitate to award to these two ladies a position in the front rank of American teachers. It is to be regretted that we were unable to secure the services of Mrs. Mary Howe Smith at this session of the institute. Warned, however, by this failure, we made early arrangements for a protracted session of the institute to be held at the opening of the schools in September of 1870.

The meetings of teachers, held for the greater part of the school year on Saturday and in the afternoon of Thursday and Friday, were highly interesting and profitable. The systematic classification of the schools, instituted at the beginning of the year 1868-9, enabled me to call together teachers who had precisely the same work to do in the several schools throughout the entire city. The instructions given and the exercises held at

these meetings were specifically adapted to the work of each grade.

The most interesting meetings were of the teachers of the lowest of the primary classes. At the first one, it was said by one who had been called from our city to the superintendence of the schools of a neighboring city, that a blow had that day been struck which would be felt for many years in the Cleveland schools. They were generally held at the school room of one of the teachers of this grade, and the exercises were mostly conducted by the teachers themselves. Different methods in object teaching, in observation and expression, in the first lessons in reading, in numbers, in slate writing, and in music, were illustrated and discussed. I ought specially to acknowledge the services rendered at these meetings by Misses Lizzie L. Allen, Mary Quintrell, Emma Quintrell, Kate E. Stephan and Mary L. Russell. The readiness and ability with which these ladies responded to every call is worthy of all praise.

The interest imparted by Miss Mary Atkins of the Central High School, to the few general meetings of teachers held this year, is worthy of special notice. A lady of thorough education, liberal culture, extensive travel and observation, she was able to speak with unusual advantage of the education and social habits of the people of England, France, Germany, China, Japan, &c. The illustration afforded by these lectures of the value of reading, travel and generous culture, was of no less advantage than the instruction derived from them.

The promptitude and regularity with which teachers attended these meetings, is worthy of remark. Very few absences occurred through the year for which there was not apparent and adequate necessity. The presence of members of the Board of

Education and of other citizens, was observed with grateful pleasure.

A series of able and interesting lectures by Mr. Hotze of the Central High School, on psychology as applied to education, was of great advantage to many. They were given in the evening at both High Schools, and thus made convenient to teachers in all quarters of the city.

I cannot, within any reasonable limits of a report of this nature, speak of the methods of instruction, or even enumerate the topics discussed at these meetings. But it seems important to say that, though the exercises of each meeting are specifically adapted to the course of study prescribed for the grade of teachers present, though the better methods of instruction at each step are illustrated and supported by whatever argument seems strongest to commend them, yet teachers are left not only free, but they are even urged to practice those methods which their own judgments most approve; provided, of course, that those methods be not positively pernicious, and subversive of the very purposes of education.

It seems desirable to speak of this matter, because while I would not be understood to leave teachers to grope their own way in ignorance of everything pertaining to their profession, save what they accidentally stumble upon, I would not, on the other hand, by the prescription of model exercises to be imitated alike by all, supersede the necessity of thought, or set a bar to the inventiveness and originality of the thoughtful teacher. The last error would be scarcely worse than the first.

THE SUB-DIVISION OF THE OLD GRAMMAR SCHOOL ROOMS.

From the time of the construction of the old Prospect Street School house, of three rooms, till the completion of the Sterling

Avenue building, of seventeen, it was the rule so to arrange the highest floor that all the pupils of what were called the Grammar Schools might be seated in one room. If more than one teacher was necessary, the "assistants," (as they were then called, to distinguish them from the "teachers" of lower grades,) heard the recitations of a third and fourth class in adjacent recitation rooms. Had these recitation rooms been large enough to accommodate the pupils at study as well as at recitation, so that they might have been under the eye and direction of their teacher at all times, it would have been well enough. Generally, however, they were only large enough to seat one-half of the pupils of her class or classes. While she had one of these sections under her instruction, the other was engaged in study in the large room.

When it was required that the principals of the schools should perform the duties indicated by their title, it became necessary that the head assistant should hear her recitations in the large Grammar School room, and at the same time oversee the pupils of the highest class and sections of other classes at their studies. Such a duty was attended with no little difficulty. The task of governing a school of forty or fifty pupils, seated in a room of ordinary size, and under the exclusive government of the teacher in charge, is not considered a trivial matter; but to hear the recitation of one class, and at the same time to manage from fifty to a hundred pupils, and the most of them under the instruction of others, is beyond the ability of most teachers, even of the ablest among them. But this was not the most serious objection to the arrangement. The pupils of one section of a class being seated in the main room while the teacher was giving instruction to the other section, they were beyond the immediate direction of the teacher

to whom they were solely responsible for their work. The natural result was that their studies were neglected, and they gave the teacher in charge,—sometimes even the principal of the school, a very considerable degree of trouble.

Such considerations led the Board of Education to order that the large Grammar School rooms should be sub-divided into rooms of the same size as those occupied by the other grades. Accordingly, the change was made in all the School buildings then in use. The new buildings in process of erection were completed in the same style. For some reasons it is to be regretted that the glory of the great Grammar School rooms has passed. It was a pleasant sight to see a hundred or two pupils seated together in one of these large rooms. It was sometimes convenient, too, for general exercises and on public occasions; but it was at the sacrifice of continuous advantage for occasional gratification or convenience. That, by the change, we obtained large rooms for four teachers and their proper quotas of pupils, instead of three—and thus made room for an additional teacher in the crowded primary department—was an argument of no little weight, in favor of the change.

PENMANSHIP.

In the Grammar department, the practical result of good instruction in penmanship begins to make its appearance in the manuscripts of pupils at the quarterly and annual examinations. In no branch of instruction, perhaps, is a more decided improvement shown than in this. Such was the common remark of all who had occasion to inspect the manuscripts of the pupils at the last annual transfer. Mr. A. P. Root, the head teacher of penmanship, gave his personal attention to these grades.

In the Primary departments, Mr. Root was assisted by Mr. L. D. Brown, who was an efficient writing master. But here we cannot compare results with the results of any preceding year, because writing had not previously been taught at all in the corresponding grades of the old organization. In most of them the results were certainly very fine, better indeed than in the Grammar Schools; in others success was quite limited. A comparison of the circumstances of the several classes led me to judge that the difference in this respect between the schools, was more dependent upon the degree of attention given to the matter by the regular teachers than upon all other causes combined. The palpable deduction from this fact was, that the regular teacher, being herself taught how to teach, is a more efficient teacher of penmanship than any special teacher can be. For teaching the teachers, and for giving instruction in the higher grades, we shall need at all times an accomplished teacher of penmanship, but I am of the opinion that he may safely confine his attention to the teachers and to the higher grades of pupils, reserving only a small portion of his time for overlooking the work in the Primary departments.

I have said that the writing of some of the primary grades was very fine. To pass the matter without other allusion to it might leave an impression that we have at least succeeded in teaching the pupils in their third or fourth year how to write merely a legible hand. Such is not the impression I would have made. The truth is, the children of these classes are taught to write as well, if not better, than the pupils of the higher Grammar classes. Such is the testimony of all who have looked into the subject.

For teachers of all grades it is essential that they know how to teach penmanship. The very least that ought to be expected

of them is that they know how to train their pupils in the proper position for easy and elegant writing, and the right way of holding the pen; that they know the standard form of all the letters to the extent of close criticism of any piece of penmanship or slate writing without reference to a model, and that they be ready to point out and correct a faulty combination of letters into words, or any want of regularity and system in the spacing of words in sentences or in the arrangement of writing in general. If the teacher of a school be not observant and critical of every point affecting the general appearance of a manuscript, the pupil will, in nine cases out of ten, be careless of the same. To a commercial and manufacturing people it is not necessary to comment upon the importance of being able to get up a paper or document of any kind, neatly executed and properly arranged throughout. I have been persistent in calling the attention of teachers to this matter, especially of those who, in their anxiety to push their pupils on in the branches for which they are to be per cented for the higher grades, had unconsciously neglected it.

Penmanship has been, with great advantage, introduced into the High schools, though the writing master has been able to give them but a few minutes per week each. The written exercises of these schools, like those of the Grammar schools, exhibit a very decided improvement.

MUSIC.

At the close of the year 1867-8, it was determined to make no nomination of a music master for the ensuing year, and the entire year passed without any systematic instruction in this branch. It seemed clear to all who had given the matter any attention, that the employment of a special teacher, or even of

two or three special teachers, whose duty it should be to go into one school after another, giving lessons of twenty or thirty minutes per week in each, could never be attended with results adequate to the importance of the study. The pupil felt no responsibility to the teacher, and the teacher could not feel any great degree of responsibility for the advancement of the pupil. It was in vain that it was enjoined upon regular teachers that they should cooperate with the teacher of music. Knowing nothing in many cases of the matter of instruction, taking no part in the exercise, and showing no interest in it further than to maintain order and secure a nominal attention, it was not wonderful that pupils felt no interest, and sometimes showed their dislike even of the appearance of the music master. The petition came from not a few schools that they might be relieved from what seemed an unprofitable and irksome task.

To remedy this state of affairs, the committee to which the matter was referred, reported in favor of the instruction of all classes by their regular teachers, and the Board of Education, after due deliberation, quite unanimously adopted the recommendation. It was then determined to secure the services of a music master, whose duty it should be—1st, to give instruction to the teachers; 2nd, to teach the High Schools and highest grades in the Grammar Schools; and 3d, to direct the work in all the rest of the classes. The success of this scheme evidently depended upon the person who might be appointed, and naturally great care was taken to make no mistake in a matter so important. A man was required who would command the respect of teachers and pupils alike, and who would impart interest and enthusiasm to all. I am gratified to say that the requirement was fulfilled. I have seen music taught in many cities; but in none within my observation have the schools

made such general and such rapid progress. Teachers in the highest and lowest grades have met with a degree of success in teaching this branch wholly unexpected by the most enthusiastic advocates of the plan. Already children of every grade, some of the lowest Primary Schools, execute readily any new piece of simple music within one octave. If this system of instruction be continued for a few years, there will be few regular attendants at school of from ten to fifteen years of age who will not readily sing at sight any ordinary music. The influence which such an accomplishment will have upon the amusements of the fireside, and our life as a people, cannot easily be estimated.

HIGH SCHOOLS.

The number of teachers employed in the

Central High School.....	Males, 4	Females, 3	Total, 7
West " "	1	3*	4
Total.....	5	6	11

* One, two hours of the day only.

The whole number of pupils registered in the

Central.....	Boys, 80	Girls, 96	Total, 176
West.....	28	45	73
Total.....	108	141	249

The average daily attendance—

Central	Boys, 64.5	Girls, 84.8	Total, 149.3
West	29.2	34.6	54.8
Total.....	84.7	119.4	204.1

The number in school the entire year—

Central.....	134	Per cent. of the whole No. registered, 76
West	35	" " " " " 48
Average age of pupils in each.....		15.9 years.

The number registered in each class, and the number remaining at the end of the year—

	CLASS A.		CLASS B.		CLASS C.		CLASS D.	
	Registered.	Rem'g.	Registered.	Rem'g.	Registered.	Rem'g.	Registered.	Rem'g.
Central....	27	21	20	20	41	43	88	57
West.....	8	8	13	10	19	13	33	14

Examination for admission—

No. examined June, 1869.....	118	No. passed in June.....	88
“ “ September, 1869,		“ “ “ September, 11	99
not previously examined..	8	“ failed.....	27
	<u>126</u>		<u>126</u>

The questions for examination for admission to the High Schools are prepared by the Superintendent, and are known only to him and the printer who sets them up. At the time of the examination, the pupils are brought together, at as few points as possible, and placed in charge of parties assigned to that duty. After the pupils are seated, and have drawn the numbers by which they are to be designated through the examination, the seal of the envelope containing the printed questions is broken in presence of all the examinees, and then for the first time are they seen by teacher or pupil. After the questions are distributed, ample time is given for answering them. The papers are taken up when completed, and sent immediately to the office of the Superintendent, where they are examined and marked immediately under his personal direction. After being thus marked, they are distributed to the teachers who prepared the pupils, and each one, as an advocate of his own scholars, is permitted to make such exceptions as may seem to him just and proper. These exceptions are heard and decided upon in the presence of all, especially of the party who gave the mark to which objection is made. After the papers have

been thus subjected to two examinations, the results are carefully summed up, and the standard for admission determined. As soon as this is fixed, the numbers of those who are admitted are announced through the daily papers.

The process of examination detailed above does not differ materially from that adopted elsewhere, but I have given it at length, that all parents interested in this matter may feel assured that no pains is spared to make the examinations impartial and to do exact justice to all.

After so many precautions are taken to avoid doing injustice to any examinee, and finally, after the standard for admission is fixed at the lowest possible point, it must be felt by all that the Superintendent is under the highest of personal and public obligation to abide by the result as determined by the examination. If, after that, he yield to the private solicitations or urgency of interested parties, and admit any who, in open court, as it were, have been decided to be unprepared, he would not only expose himself to charges of partiality, favoritism and even corruption, but what is of more consequence perhaps, the whole system of schools would fall into merited disrepute, and admission to the High Schools would be stripped of the honor to which it is justly entitled.

There is good reason to believe that the High Schools during the past year have done something more than maintain their former reputation. Two thousand people, assembled at the recent commencement exercises, testified to the deep interest felt in their behalf. The character and scholarship of the graduates on that occasion, furnish good evidence of improved instruction and culture.

The classification of the schools has been greatly improved. Two years ago, according to a written statement then made to

me by the acting principal of the school, there were many members of the B Class who were behind in from one-half to three-fourths of the previous work of the class, and there was proportional irregularity in every grade. To attempt to correct this condition of things suddenly, seemed injudicious; but at every term and annual examination, some who were behindhand have found their level, so that at the present time there are not more than eight or ten scholars below grade in both schools.

INSTRUCTION.

Though the limits of this report do not permit a discussion of method, it would be quite incomplete if mention were not made of some of the leading features of our course of study.

READING, through the Primary and Grammar school grades, is taught, not from the school readers alone, but for every year, from the Primary to the graduating class of the High schools, provision is made for a course of reading outside of the ordinary text books. In the lowest classes are found the Nursery; in the grades higher up, "The Little Chief," "The Young Folks," and other periodicals adapted to their reading. In the High schools are read selections from the works of Hawthorne, Irving, Dickens, Longfellow, Tennyson, Scott, Milton and Shakspeare.

Why teachers have adopted this scheme is fully set forth in the report of last year. Let it suffice to say here that without some special introduction to English literature, we have found pupils graduated from High schools, and many of them, too, who knew so little of the leading historians, for instance, that they supposed the authors of the compilations used in their studies to be the great standards of authority, and to whom the reading of Shakspeare and Dion Bourcicault were literary enterprises of equal merit and magnitude. If we do not send our

scholars from the public schools with some taste for good reading, some knowledge of the better authors, some appreciation of sound thought, noble sentiment and pure style, and an impulse to improve themselves, our work in school is all of little avail. It is not what we do for these young folks that will most benefit them, but what we lead them to do for themselves.

WRITING is taught from the third term of the first year throughout the course. We may be able, the coming year, to discontinue special instruction in this branch in the High Schools; and it is to be hoped that it may not be long before we shall be able to dispense with it in the higher classes of the Grammar schools. If by careful teaching and unintermitting watchfulness we habituate the pupils of the higher Primary and lower Grammar school grades to a good style of penmanship, they will not need to receive further instruction.

We begin instruction in this branch at the earliest possible moment, for these reasons: 1st, because we find that young-children learn to write more easily than older ones; 2d, because, if we do not teach them to write in the Primary schools, thousands of them would scarcely learn to write at all; 3d, being taught to write we can use the slate and paper to great advantage in almost all the exercises of the schools. Writing is almost indispensable in spelling and composition.

ARITHMETIC is taught from the first day at school. 1st, The ready and clear perception of numbers is developed by means of such simple exercises as afford amusement to the children, and yet lay a sure foundation for all future progress. 2d, They are trained in the combination of numbers in addition, subtraction, multiplication and division in concrete, and finally in abstract examples. At this stage great pains is taken to avoid those pernicious habits which cripple and mar the results of

further study, such as the counting of fingers, the repetition of numbers to be combined in the processes of addition, subtraction, &c., and the slovenly execution and distribution of work upon the slate or blackboard.

At an early stage, so early indeed as the third year, we teach the denominate numbers and simple steps in reduction. This we do in practical exercises in measuring with the foot rule, the yard stick, the dry and liquid measures, and in weighing with avoirdupois weights. In regard to one of these exercises, a visitor, in his annual report, says:

"I saw given in one of the rooms in the Brownell Street school, what was not only in name, but in fact, a lesson in *practical* arithmetic. It was a lesson in avoirdupoise weight, and the little fellows were not alone doing sums in Reduction in that weight, but, what may surprise some of our teachers, were actually weighing things on the scales, announcing the results in pounds and ounces, and then reducing these pounds and ounces to ounces with the greatest rapidity and exactness, lifting and weighing them in their hands at the same time. Any number of bundles of various materials, brought by the pupils, to be used in the lessons, were lying near by. No real teacher need be told that this class was full of life and enthusiasm in its work."

In the fourth year, we teach the calculation of the areas of rectangles, triangles, and even of the contents of the parallelepipedon. In introducing arithmetic and the practical operations named, we have regard not only to the natural capacity of children, and to the interest which is thereby thrown about the work of the school, but also to the fact that many thousand pupils remain with us so short a time that we feel we must do for them, in the time we have, what we can to prepare them for the work of life. It is in vain to say that they will learn such

things at a later stage. To too many that later stage of school life never comes.

LANGUAGE.—The course of study provides for training in an accurate and ready use of language, from the first to the last year, but it is not so carried out in the practical work of the schools as in anywise to meet what seems to me a just appreciation of its value. Arithmetic, Geography, &c., have their uses, the first especially is indispensable in all the active pursuits of the world. Yet for most men a limited knowledge of it suffices; but everywhere that men and women meet each other, whether for the services of religion, the transaction of business, the interchange of thought, the pursuit of pleasure; in the counting-house, on the street, at the fireside, in the social circle, the medium of all intercourse is language. A man's defects in other things might not become apparent in an evening's conversation, but a business letter from his hand, or five minutes talk with him wherever you may chance to meet, will show his want of culture in the use of his native language. On the other hand, correct habits of expression, clear statements, good pronunciation, precise questions, succinct answers, distinct narration of facts and events furnish higher and better *prima facie* evidence of the scholar, than any amount of acquirement in other directions.

In our schools there is need of persistent correction of common faults of speech, the formation of correct habits of thought and finally of the cultivation of clear, forcible, and elegant expression. These things ought to be taught at every step in the progress of a child, not under the head of language lessons alone, but in every exercise of the class room. Here there is eminent need of teaching by "precept on precept" indeed, but even more by example than by precept. Here the best qualities

of the successful teacher finds exhibition. In no other direction does the greater part of our *corps* fail so signally as in this.

Even with this confession of our short comings, it may yet be claimed that instruction and training in the use of language, has not been neglected; in fact, we are not ready to yield precedence to any other schools in this respect. We believe that the teachers of this city are as competent and as faithful in this matter as the teachers of any other city that may be named.

MORAL INSTRUCTION.

The intermingling of so many elements as go to make up the population of our country, and especially of the West, must finally produce a people differing essentially from any of its constituents, yet combining many of the qualities of each. In this formative stage of society, the influence of the accomplished, earnest, devoted teacher, exercised as it is upon the young hearts and minds of children, must prove a powerful factor in determining the final result. When I step into the school room of almost any one of our teachers, it seems to me that I can almost perceive the moral as well as the intellectual growth that is going on, just as one sometimes imagines that he can see the growth of thrifty corn when watered by fruitful showers.

Strong, elevating and purifying influences are certainly at work, and they must tell mightily upon the future character of our people. But, when so great interests are at stake, shall we not, sometimes at least, when favorable opportunity occurs, speak to the children of the momentous duties of life? Shall we not seek to instil into them a love for goodness and truth, and fix in their minds the principles of integrity and virtue? Shall we not try to fire their hearts with a noble ambition to be good and to do good? Shall we do nothing to instruct

them as to the duties and responsibilities of the citizen? It seems to me that it will not do to leave such important matters to the effect of general influences, without direct and positive instruction. I mention this matter, however, with some hesitation, because none but the most delicate and skillful hand, none but the loving heart, may safely attempt to play upon the sympathies and aspirations of childhood.

CONCLUSION.

In the conclusion of this my second annual report, I have again gratefully to acknowledge the hearty support of the Board of Education, and of its members individually. In the discharge of those duties for which the Board has seen fit to make me responsible, I have always been able to look confidently to them for advice and assistance. When, as it was sometimes unavoidable, my action has been contrary to the views and wishes of some, no one has seemed to attribute it to any other motive than a desire to promote the best interests of the schools. In such cases, rare as they have been, I have rather been encouraged with a hearty, yet modified acquiescence, which seemed to say, "Yours is the duty and responsibility, and you must take that course which your own best judgment dictates; after all, it may be for the best."

To the teachers with whom I have been associated, I must tender my warmest thanks for the unflinching steadiness with which they have moved on in carrying out and perfecting the many and radical changes which have been, in so short a time, effected. They have hurried, rather than retarded those changes, and it is with pleasure that I commend the great mass of them to the sympathy and high appreciation of the people of Cleveland. It should be the desire of all, as indeed I think it is, to

make the position of teacher in our schools agreeable as well as profitable to them. We can do ourselves no higher honor than by honoring the teachers of our children. The national debt may be paid, but not what is due to the earnest, successful teacher.

The partiality which has been shown toward the public schools by the daily press of the city has greatly promoted their interests. We have been able to reckon upon its hearty support for every movement designed for their good. That our course of study has been adopted by a large number of towns in the north-eastern part of this State—that the plan of organization initiated here only a few months ago is proposed for adoption in Cincinnati, Dayton, and Columbus—that scarcely a week passes without the visits of Boards of Education from the cities of our own and neighboring States—that teachers trained in our schools but for a year or two are sought to plant the better methods of instruction in many places where special interest has been awakened in the cause of education—are facts which the people of Cleveland ought to know. They are just causes for congratulation and encouragement. They are not mentioned in a spirit of pride. He who turns from the march of improvement to boast of the progress already made in such a work as this, suspects little of the infinity which lies beyond his best efforts.

Respectfully submitted,

ANDREW J. RICKOFF,

Superintendent of Instruction.

OFFICE OF SUPERINTENDENT OF INSTRUCTION,)
January 1, 1870. }

SCHOOL HOUSES.

The twenty-six public school houses within the city of Cleveland, may be divided into three classes, as follows :

FIRST.	No. Rooms.	SECOND.	No. Rooms.	THIRD.	No. Rooms.
Rockwell Street,.....	18	St. Clair St., (old).....	9	University Heights,..	4
St. Clair Street, (new,) 18		Eagle Street,.....	9	Middle St. Clair St.,	4
Peach Street,.....	18	Hicks Street,.....	8†	Perry Street,.....	2
Sterling Avenue,.....	18	Case Avenue,.....	6	Prospect Street,....	4
Brownell Street,.....	18	Wilson Avenue,.....	6†	Penn Street,.....	3
Mayflower Street,.....	18	Wade Avenue,.....	4	Pearl Street,.....	5
Kentucky Street,.....	12	Warren Street,.....	4	Washington Street,..	4
Central High School.. *		Bank Street,.....	2		
West High School,.... *		Birch Street,.....	1		

* One large Hall, a Session Room and recitation rooms on the first and second floors.

† Two rooms in a detached building on the same ground.

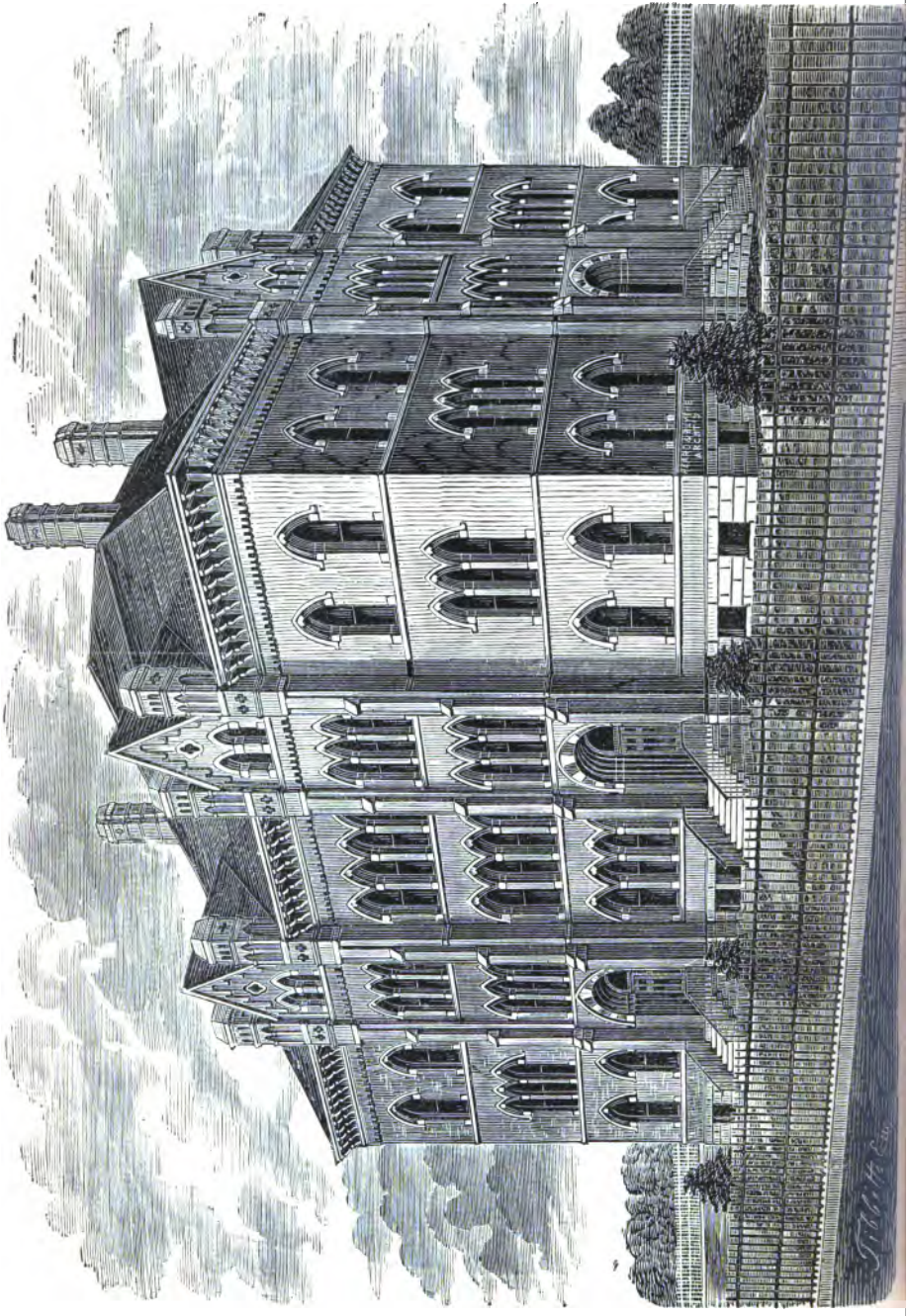
The first three buildings were completed last summer, the fourth, summer before last, the fifth, four years ago. The engraving represents the St. Clair Street building, which is a fair specimen of the first five above named, excepting perhaps the Brownell Street building which is rather plainer than the rest in architectural appearance. A large addition to the Mayflower building is now making. A year ago a like addition was made to the Kentucky Street house. All of these buildings, including those of the two High Schools, are in excellent condition, all are seated with single desks and all, save the last three, are warmed by steam or hot water apparatus; the last three by furnaces.

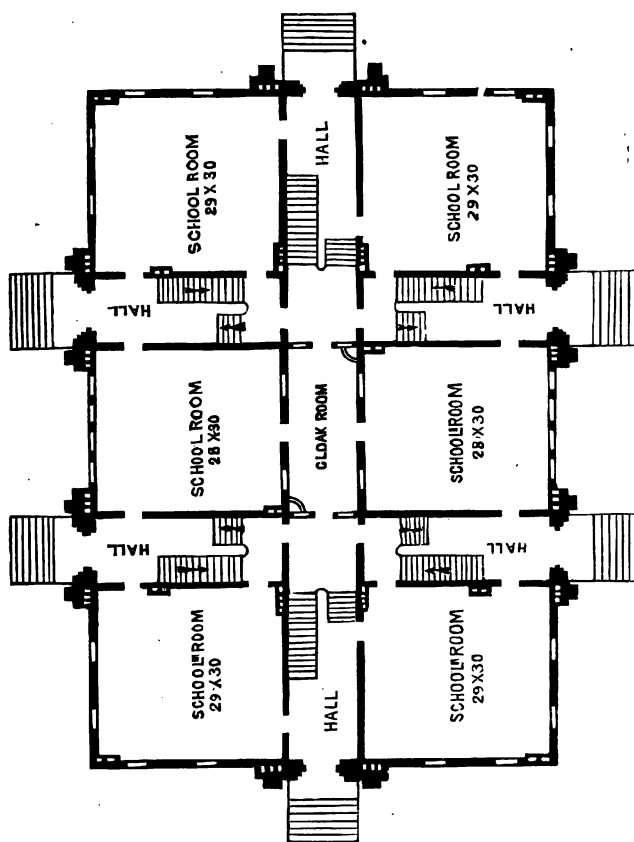
All of the buildings named in the second column are in very good condition. The Warren Street school house is a very neat, new building, and well adapted to its location. The St. Clair, Eagle and Hicks Street school houses were built from

twelve to fifteen years ago, and were then looked upon with much pride by the citizens. The Case Avenue school house is a very pleasant and commodious building, containing six rooms, two of which were added one year ago. The Wade Avenue house, with the additions and changes made a year ago is quite as good as new. The Birch Street house is an excellent one and came into possession of the city, as it is, with the accession of territory from Brooklyn township. All of these buildings are heated by stoves. The Wade Avenue and Warren Street houses are seated with single desks, the rest with double desks and chairs.

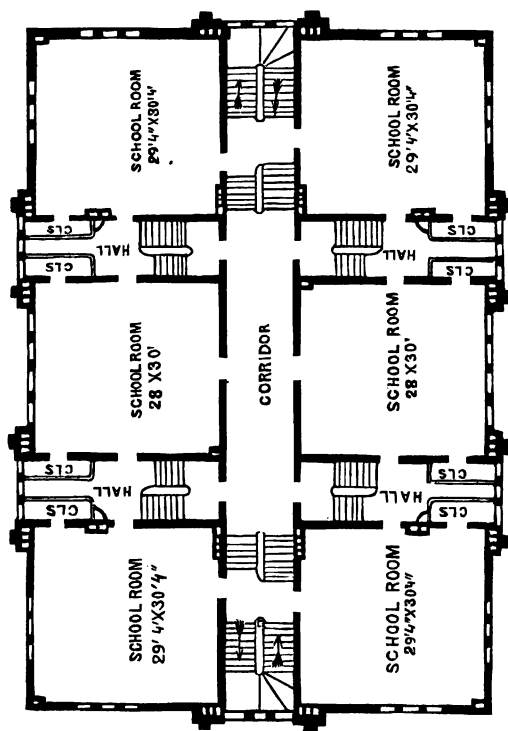
Of the buildings named in the third class, the Perry, Prospect, Penn and Middle St. Clair, are at present quite useless for school purposes, either on account of their location or condition. The Pearl and Washington Street houses are in miserable condition, though still in use. The building on University Heights is not half large enough to accommodate the present school going population in that vicinity; to supply the defect we are renting rooms in the Academy building.

25

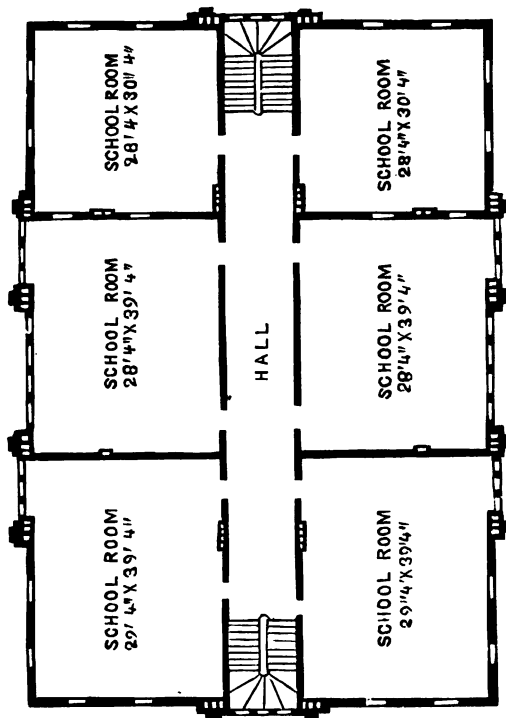




FIRST FLOOR—5TH WARD BUILDING.



SECOND FLOOR—5TH WARD BUILDING.



THIRD FLOOR—5TH WARD BUILDING.

TABLE NO. 1.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.
Showing the Number of Teachers Employed, the Enrollment, the Attendance, etc., for the School Year Ending June 25th, 1899.

SCHOOLS NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	Average No. of Teachers.		Amount paid for tuition.	MALES.				FEMALES.				TOTAL, MALES & FEMALES.						
	Males.	Females.		No. Registered.	Average No. Belonging.	Average Daily Attendance.	Percent. of Daily Absence.	No. Registered.	Average No. Belonging.	Average Daily Attendance.	Percent. of Daily Absence.	Number Registered.	Average No. Belonging.	Average Daily Attendance.	Percent. of Daily Absence.			
Rockwell	1	15.8	\$ 9,934.00	550	370.1	348.9	21.2	57	378.7	353.2	25.5	67	1104	748.8	702.1	46.7	6.2	
Brownell	1	29.2	18,518.75	1053	751.9	710.	41.9	5.6	1029	750.2	706.4	43.8	5.8	2082	1502.1	1416.4	85.7	6.7
East St. Clair	1	20.	13,916.00	782	522.6	482.9	39.7	7.6	702	487.5	448.	39.5	8.2	1484	1010.1	930.9	79.2	7.9
Sterling avenue....	1	16.2	11,088.50	667	487.5	463.5	24.	5.1	592	452.9	428.9	24.	6.	1259	940.4	892.4	48.	5.6
Mayflower	1	19.6	12,705.64	796	523.3	496.9	26.4	5.	718	462.9	433.8	29.1	6.1	1514	986.2	930.7	55.5	5.6
Hicks.....	1	7.7	6,002.00	319	209.2	200.3	8.9	3.8	339	225.2	214.6	10.6	5.2	658	434.4	414.9	19.5	4.5
Kentucky	1	24.8	15,553.00	1024	677.6	632.1	45.5	6.7	932	618.5	574.4	44.1	7.5	1956	1296.1	1206.5	89.6	6.9
Wade avenue.....	1	2.4	1,928.25	149	83.7	79.1	4.6	5.9	140	81.	74.8	6.2	6.6	289	164.7	153.9	10.8	6.3
University Heights.	.57	6.57	4,679.75	275	195.2	183.7	11.5	6.	281	202.2	186.7	15.5	8.	556	397.4	370.4	27.	7.
Total Prim'y & Gram	8.57	142.39	\$94,320.89	5615	3821.1	3597.4	23.7	5.8	5287	3659.1	3420.8	23.8	6.5	10902	7480.2	7018.2	462.	6.2
Central High School	4	3.	\$ 8,285.00	80	67.6	64.5	3.1	4.6	96	89.1	84.8	4.3	4.9	176	156.7	149.3	7.4	4.7
West High School..	1	2.4	3,912.24	28	21.3	20.2	1.1	4.7	45	36.5	34.6	1.9	5.2	73	57.8	54.8	3.	5.1
Total High Schools.	5	5.4	\$12,197.24	108	88.9	84.7	4.2	4.7	141	125.6	119.4	6.2	4.9	249	214.5	204.1	10.4	5.
Grand Total.....	13.59	147.67	106,518.13	5723	3910.	3682.1	22.7	5.8	5428	3784.7	3540.2	24.4	6.5	11151	7694.7	7222.3	472.4	61.4

TABLE NO. 2.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.
Showing time of Continuance in School.

SCHOOLS NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	MALES.						FEMALES.						TOTAL MALES AND FEMALES.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	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No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.	No. in school 6 and less than 8 months.	No. in school 8 and less than 10 months.	No. in school the entire year.	No. in school less than 2 months.	No. in school 2 and less than 4 months.	No. in school 4 and less than 6 months.

TABLE NO. 3.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.
Showing the Degree of Regularity and Irregularity in Daily Attendance.

SCHOOLS NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	MALES.						FEMALES.						TOTAL MALES AND FEMALES.					
	No. absent less than 1/2 day per week.	No. absent 1/2 day and less than 1 day per week.	No. absent 1 day and less than 2 days per week.	No. absent 2 or more days per week.	No. absent less than 1/2 day per week.	No. absent 1/2 day and less than 1 day per week.	No. absent 1 day and less than 2 days per week.	No. absent 2 or more days per week.	No. absent less than 1/2 day per week.	No. absent 1/2 day and less than 1 day per week.	No. absent 1 day and less than 2 days per week.	No. absent 2 or more days per week.	No. absent less than 1/2 day per week.	No. absent 1/2 day and less than 1 day per week.	No. absent 1 day and less than 2 days per week.	No. absent 2 or more days per week.	Per cent. on the whole number Registered.	Per cent. on the whole number Registered.
Rockwell.....	496	99	21	4	424	102	28	0	850	77.1	201	18.2	44	49	4.4	4	3	
Brownell.....	888	116	50	4	826	157	87	9	1709	82.3	273	13.1	4	87	4	13	6	
East St. Clair.....	564	153	53	12	439	175	75	13	1708	67.6	328	22.1	8	128	8.6	25	1.7	
Sterling avenue.....	567	77	20	3	483	87	21	1	1050	83.4	164	13.1	41	41	3.2	4	3	
Mayflower.....	643	111	39	3	534	141	35	8	1177	77.7	252	16.6	74	49	11	11	8	
Hicks.....	277	41	1	...	236	46	7	0	563	87	87	12	8	8	1	0	0	
Kentucky.....	742	210	61	11	638	214	71	9	1380	70.5	424	21.7	132	132	6.7	20	1.1	
Wade Avenue.....	119	22	7	1	100	29	10	1	219	76	51	17.6	17	17	5.8	2	6	
University Heights.....	217	38	19	1	189	81	11	0	406	73.1	119	21.4	30	30	5.5	1	1	
Total Primary and Grammar.....	4488	867	271	39	3919	1032	295	41	8357	76.6	1899	17.4	566	566	5.3	80	8	
Central High School.....	*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
West High School.....	14	1	4	9	34	1	3	7	48	65.8	2	2.7	7	7	9.5	16	23	
Total High Schools.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Report not reliable.

TABLE NO. 4.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.
Showing the Ages of Pupils in the Public Schools.

SCHOOL, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	A G E S.															
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Rockwell.....	195	125	119	116	112	104	124	94	63	29	15	6	2	—	—	—
Brownell.....	302	214	283	147	260	246	218	161	82	45	20	3	1	—	—	—
East St. Clair.....	305	194	203	267	169	147	113	107	44	26	8	1	—	—	—	—
Sterling Avenue.....	223	157	153	157	149	135	121	80	49	22	10	0	3	—	—	—
Mayflower.....	348	212	205	168	181	132	119	72	42	19	8	3	5	—	—	—
Hicks.....	79	89	85	61	98	61	66	60	33	21	8	0	2	—	—	—
Kentucky.....	327	241	255	242	211	192	194	120	103	45	17	7	2	—	—	—
Wade Avenue.....	79	52	19	32	30	19	24	16	9	5	3	1	—	—	—	—
University Heights.....	110	92	57	79	74	39	49	30	15	7	3	1	0	—	—	—
Total Primary and Grammar.....	1968	1376	1379	1269	1284	1075	1028	740	440	219	87	22	15	—	—	—
Central High School.....	—	—	—	—	—	—	1	12	25	43	40	32	14	7	1	1
West High School.....	—	—	—	—	—	—	1	1	8	17	21	15	7	3	—	—
Total High Schools.....	—	—	—	—	—	—	2	13	33	60	61	47	21	10	1	1
Grand Total.....	1968	1376	1379	1269	1284	1075	1030	753	473	279	148	69	36	10	1	1

TABLE NO. 5.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.

Showing the Number of Pupils Registered in Each Class of the Grammar and High Schools, the Number of the same Remaining at the Close of the Year, and the per cent. which the Number remaining is of the whole Number remaining in all the Classes of the District.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	CLASS A.			CLASS B.			CLASS C.			CLASS D.		
	Whole Number Registered.	Number Remaining.	Per cent.	Whole Number Registered.	Number Remaining.	Per cent.	Whole Number Registered.	Number Remaining.	Per cent.	Whole Number Registered.	Number Remaining.	Per cent.
Rockwell	34	22	3.1	36	24	3.3	106	77	10.6	125	87	12.
Brownell	39	29	1.4	50	33	1.5	75	52	2.5	331	218	10.4
East St. Clair	14	9	.9	28	13	1.3	69	47	4.7	261	157	16.
Sterling Avenue	31	22	2.4	62	45	5.	56	44	4.9	230	166	19.
Mayflower	21	9	.9	27	16	1.6	33	42	4.1	196	114	11.2
Hicks	27	20	4.7	21	13	3.	49	25	6.	119	78	18.4
Kentucky	35	17	1.4	51	34	2.7	72	76	6.3	152	69	5.6
Wade Avenue	-	-	---	-	-	---	-	-	---	34	20	10.7
University Heights	-	-	---	8	14	3.7	31	26	7.2	43	17	4.3
Total Primary and Grammar	201	128	1.6	283	192	2.7	491	389	5.4	1491	936	12.8
Central High School	27	21	15.7	20	22	16.4	41	34	25.4	88	57	42.5
West High School	8	8	17.8	13	10	22.2	19	13	28.9	33	14	31.1
Total High Schools	35	29	16.2	33	32	17.9	60	47	26.3	121	71	39.6

Superintendent's Report.

TABLE NO. 6.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.

Showing the Number of Pupils Registered in each Class of the Primary Schools, the number of the same Remaining at the Close of the Year, together with the per cent. which the number Remaining is of the whole Number Remaining in all the Classes of the Schools.

SCHOOLS	CLASS A.				CLASS B.				CLASS C.				CLASS D.			
	Number Registered.	Number Remaining at the Year.	Per cent. which the No. remaining is of the whole No. remaining in the Dist.		Number Registered.	Number Remaining at the Year.	Per cent. which the No. remaining is of the whole No. remaining in the Dist.		Number Registered.	Number Remaining at the Year.	Per cent. which the No. remaining is of the whole No. remaining in the Dist.		Number Registered.	Number Remaining at the Year.	Per cent. which the No. remaining is of the whole No. remaining in the Dist.	
NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.																
Rockwell	170	110	15.1		144	91	12.5		153	103	14.2		336	213	29.3	
Brownell	389	273	19.4		341	233	16.7		325	227	16.2		532	341	24.2	
East St. Clair	201	126	13.		265	176	17.5		219	164	16.5		427	298	30.1	
Sterling Avenue	229	158	18.		237	161	18.3		115	84	9.4		289	207	23.	
Mayflower	199	143	14.		211	154	15.1		232	126	12.3		594	417	40.9	
Hicks	76	55	13.5		34	31	7.5		204	130	30.4		128	72	17.	
Kentucky	315	217	17.5		374	212	17.1		263	211	17.1		694	400	32.4	
Wade Avenue	38	23	12.3		7	26	14.		51	9	5.		159	109	58.	
University Heights	83	46	12.7		65	40	10.9		94	56	15.1		232	166	45.7	
Total Primary and Grammar Schools	1700	1151	15.9		1678	1124	15.5		1657	1110	15.3		3401	2323	30.8	

Superintendent's Report.

TABLE NO. 8.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.

Showing the average number belonging for each Month of the School Year ending June 25, 1899.

SCHOOLS NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	FIRST TERM.				SECOND TERM.			THIRD TERM.		
	Month ending Sept. 28th.	Month ending October 23d.	Month ending Nov. 20th.	Month ending Dec. 24th.	Month ending January 29th.	Month ending February 26th.	Month ending March 26th.	Month ending May 7th.	Month ending June 4th.	Month ending June 26th.
Rockwell.....	715.7	763.1	769.9	757	755.1	755.2	733.3	758.1	752.2	719.9
Brownell.....	1498.2	1540.7	1542.4	1472.3	1564.1	1547.8	1480	1503.9	1475.9	1395.7
East St. Clair.....	1026.8	1027.8	1016.7	976.4	993.7	981.2	961	1021	1033.2	990.8
Sterling Avenue.....	919.9	930.2	915.5	888.5	908.8	920.3	894.9	958.9	950.1	882.3
Mayflower.....	874	920.1	921.2	953.7	1085.5	1042.5	997.6	1093.6	1049	1008.6
Hicks.....	392.7	392.6	448.5	432.2	440.8	445	446.1	469.8	441.4	421.5
Kentucky.....	1248.8	1307.9	1333.7	1289.5	1371.3	1370	1309.8	1337.6	1304.9	1198.3
Wade Avenue.....	84	156	154	157.6	168.2	175.3	178.3	198.9	194.3	187.8
University Heights.....	346.0	346	340.7	335.7	419.5	375.7	349.1	418.5	387	386.9
Total Primary and Grammar.....	7107	7384.4	7442.6	7262.9	7707	7613	7350.4	7755.3	7588	7171.8
Central High School.....	169.7	169	169.3	164.4	162.4	156.7	156	144.7	137.5	137
West High School.....	64.5	65.3	65.4	60.6	59	61.3	56.6	51.4	47.9	45.3
Total High Schools.....	234.2	234.3	234.7	225	221.4	218	212.6	196.1	185.4	182.3
Grand Total.....	7341.2	7614.7	7677.3	7687.9	7928.4	7831	7563	7951.4	7773.4	7354.1

TABLE NO. 9.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.
Showing the Average Daily Attendance for the several months of the School Year ending June 25, 1889.

SCHOOLS NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED	FIRST TERM.				SECOND TERM.			THIRD TERM.		
	Month ending Sept. 26th.	Month ending Oct. 23d.	Month ending Nov. 20th.	Month ending Dec. 24th.	Month ending Jan. 29th.	Month ending Feb. 26th.	Month ending March 26th.	Month ending May 7th.	Month ending June 4th.	Month ending June 25th.
Rockwell.....	615.2	717.7	730.9	709.4	710.7	693.	674.	713.4	696.6	686.3
Brownell.....	1423.7	1448.2	1460.2	1389.2	1483.7	1434.1	1385.1	1426.4	1374.3	1338.8
East St. Clair.....	963.1	945.6	940.6	892.4	912.9	878.6	884.1	944.3	934.2	932.
Sterling Avenue.....	896.9	891.	874.1	844.6	872.4	851.4	850.4	911.2	885.2	842.8
Mayflower.....	837.	870.3	873.5	901.5	1027.5	944.5	930.	1032.5	976.4	953.3
Hicks.....	383.4	376.7	430.5	410.9	417.8	414.1	423.7	447.8	419.5	411.2
Kentucky.....	1183.4	1221.4	1253.1	1190.3	1247.6	1234.3	1203.5	1244.	1202.8	1125.6
Wade Avenue.....	331.4	314.8	327.	314.5	401.3	343.6	324.2	368.	342.4	358.1
University Heights.....	81.	148.6	143.7	146.5	158.5	164.7	163.7	182.	180.9	175.9
Total Primary and Grammar.....	6775.1	6938.3	7033.6	6500.3	7272.4	6958.4	6838.7	7309.6	7028.	6804.3
Central High School.....	164.4	163.	161.5	157.	155.	152.5	153.1	140.2	129.8	133.4
West High School.....	61.7	62.5	62.9	57.2	55.7	58.2	53.	47.4	45.5	44.
Total High Schools.....	226.1	225.5	224.4	214.2	210.7	210.7	206.1	187.6	174.8	177.4
Grand Total.....	7001.2	7163.8	7258.	7014.5	7483.1	7169.1	7044.8	7497.2	7202.8	6985.7

TABLE NO. 10.—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.
Showing the Results of the Enumeration of Children, in the City of Cleveland, from five to twenty years of age, inclusive.
Taken in the month of November, 1889.

WARDS.	Ages at last birthday.																Total number of Males.
	MALES.																
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
First.....	41	71	63	72	62	60	68	69	54	51	43	42	45	35	51	51	881
Second.....	33	41	30	46	48	54	48	39	46	41	30	36	27	25	29	62	644
Third.....	33	26	19	16	19	19	16	31	25	23	9	15	10	28	30	50	378
Fourth.....	86	96	102	107	115	97	88	106	98	97	80	76	71	57	74	114	1464
Fifth.....	119	104	106	110	98	127	94	114	97	99	95	59	71	49	43	65	1450
Sixth.....	135	154	193	196	163	143	151	149	122	127	123	101	86	62	67	81	2053
Seventh.....	61	82	63	78	63	73	62	79	45	41	46	42	31	17	30	26	839
Eighth.....	65	65	56	57	48	67	48	51	39	34	30	27	20	25	18	26	676
Ninth.....	60	66	43	48	64	69	68	68	52	56	52	48	49	45	46	47	881
Tenth.....	73	83	87	83	78	91	73	83	80	64	55	63	43	46	40	33	1075
Eleventh.....	138	148	135	112	124	130	107	119	103	87	57	59	48	43	38	51	1494
Twelfth.....	51	52	55	56	59	54	54	35	44	34	23	24	12	15	14	21	683
Thirteenth.....	32	40	55	39	39	46	44	42	37	39	13	19	22	16	9	21	513
Fourteenth.....	16	27	18	20	8	13	11	13	7	6	7	9	5	6	7	5	178
Fifteenth.....	20	14	14	21	10	13	9	13	7	7	3	9	6	10	4	6	166
Total White children.....	963	1064	1045	1073	998	1036	941	1011	856	809	663	629	546	479	500	659	13275
Colored children in all the Wards.....	8	5	8	10	4	10	7	8	8	10	6	2	6	7	4	6	109
Total White and Colored.....	971	1069	1053	1083	1002	1046	948	1019	864	819	672	631	552	486	504	665	13384

TABLE NO. 10 (Continued).—ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.
Showing the Results of the Enumeration of Children, in the City of Cleveland, from five to twenty years of age, inclusive.
Taken in the month of November, 1889.

WARDS.		Ages at last birthday.																			Total number of Males and Females.	Total number of Colored children.
		FEMALES.																				
		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
First.....	63	68	70	61	71	65	71	68	59	87	58	77	61	75	60	30	1044	1925	95			
Second.....	41	38	55	54	38	53	43	54	66	43	58	50	58	77	68	40	836	1480	2			
Third.....	30	31	34	29	34	35	24	22	19	29	25	13	24	37	23	16	424	802	9			
Fourth.....	52	93	125	128	133	126	114	139	94	113	100	118	94	150	101	93	1773	9237	9			
Fifth.....	90	81	126	123	130	106	103	101	88	95	74	162	74	76	49	44	1462	2912	5			
Sixth.....	132	191	150	164	162	173	177	153	144	131	119	117	106	109	89	57	2174	4237	74			
Seventh.....	63	64	68	79	67	65	61	74	54	42	41	37	23	35	23	14	808	1647	9			
Eighth.....	55	70	53	70	52	61	42	45	43	43	36	25	23	27	20	13	678	1354				
Ninth.....	65	61	69	91	56	71	58	59	55	66	60	69	49	80	33	45	987	1868				
Tenth.....	77	76	96	108	97	105	93	86	81	69	59	60	41	50	53	44	1195	2270	9			
Eleventh.....	113	108	104	102	102	110	95	108	66	73	49	52	49	49	31	24	1235	2729	9			
Twelfth.....	60	39	43	41	46	47	41	41	45	30	23	24	17	20	9	9	535	1118				
Thirteenth.....	41	39	56	45	41	46	41	41	29	24	23	8	22	9	16	13	493	1006	6			
Fourteenth.....	16	16	14	8	15	13	14	19	8	12	7	4	5	8	3	4	166	344				
Fifteenth.....	27	34	46	12	12	8	11	8	15	8	10	9	5	8	5	3	221	387				
Total White children.....	925	1009	1109	1115	1056	1084	988	1018	866	865	741	765	650	810	581	449	14031	27306				
Colored children in all the Wards.....	5	11	7	12	8	5	6	6	4	8	12	4	6	5	5	5	109	218				
Total White and Colored.....	930	1020	1116	1127	1064	1089	994	1024	870	873	753	769	656	815	586	454	14140	27524				

PUBLIC LIBRARY—LIBRARIAN'S REPORT.

CLEVELAND PUBLIC LIBRARY.

REPORT OF THE LIBRARIAN.

To the Board of Education :

In compliance with your desire that a statement of the condition and prospects of the Library should be appended to the Annual Report of the Board, although only a few months have elapsed since the books were first issued, the following partial report is herewith submitted :

THE FORMER PUBLIC SCHOOL LIBRARY.

This library, derived from a fund raised under a former library law, contained about 2,300 volumes. It was kept in the East High School building, and was only open for the distribution of books two hours on the afternoon of each Saturday, for the forty weeks of the school year. Hence, although nominally open to the public at large, its use was practically restricted to the pupils in the schools, both from the implication conveyed in its title, and the limited time allowed for drawing books. Few persons outside of the schools knew of the existence of the library, and fewer still regarded it as anything but a collection of children's books, neither available nor desirable for themselves.

This was a complete misapprehension of the character and value of the books. There were scarcely a dozen of the so-called

juvenile books, even of the larger class, in the entire library. In fact, the weightiest objection, if any, which could be urged against them, under their specific title and avowed purpose as auxiliaries in the work of the schools, was that more than half of them, however abstractly valuable, were too abstruse, or too formally didactic, for the children for whom they were chiefly intended.

As a proof of this statement, the former records of the library, as well as the appearance of the books themselves, show that the latter class were very seldom, if ever, drawn out; although since they have been incorporated with the new library, and rendered accessible to the public generally, a fair proportion of the formerly neglected volumes now finds readers.

ESTABLISHMENT OF THE NEW PUBLIC LIBRARY.

In September, 1868, the Board of Education rented and fitted up a room, containing an area of about 1,500 square feet, adjoining their own hall and the rooms of the Superintendent of instruction, in Northrop and Harrington's block, on Superior st. The books of the former library (as a nucleus for the new institution,) were then removed to this room, new book-cases and other furniture provided, and about 4,000 new books purchased and added to the original number.

As stated above, the whole number of books registered as belonging to the school library was about 2,300. Deducting from these about 100 books, charged (on the old records) to persons who cannot now be found, and the number actually received will vary little from 2,200. The exact figures are not given, as some of the missing volumes are occasionally brought to light. More than 200 of these were duplicates and triplicates, &c., in so little demand that about 150 of them have been laid aside for future disposal.

CAUSES OF DELAY IN OPENING THE LIBRARY.

It was anticipated, and hoped at first, that the library would be ready for opening at least by January 1, 1869. But unexpected delay arose from the failure of the first contractor to finish the book-cases at the time agreed upon, and the transfer of his contract to another person, who also, in the end, failed to complete them till nearly two months after the time assigned; while from the time of the first failure, the middle of November, 1868, most of the books had been ready to be placed in them.

Hence, although the public may have been disappointed at the delay, the simple fact that the last necessary cases were not completed till the very day before the opening of the library, is sufficient explanation for the postponement.

PLAN OF THE BOOK-CASES.

The plan for the new book-cases was only adopted after careful inquiries from the librarians of several other cities, as to the merits or demerits of the cases used by them. It has proven very satisfactory, with the exception that the fastenings for the doors should be spring-locks rather than common ones; a very important improvement.

The present cases—excepting those which contain the former library, which are each ten feet in width, with the same height and general exterior as the new ones—are each ten feet high, six wide, and eighteen inches deep from front to rear, for two feet eight inches from the floor, when the front recedes six inches, leaving a ledge or projection of that width, and making the shelving above, about twelve inches wide. The space below the ledge is used for the larger folios, &c. The ends of the cases which stand against the wall are so united as to form a

continuous, uniform line, although any case can be readily unfastened and taken down, if necessary.

The fronts of the cases are of ash, slightly tinted, oiled and varnished, and finished with black walnut moldings. Each case has eight doors—four above and four below the ledge—with narrow styles and side casings, enclosing large plates of glass, which allow all the books to be seen through them, and their titles easily read. The shelving is of light wood, movable by slats and ratchets to admit books of different sizes.

CLASSIFICATION AND NUMBERING OF BOOKS.

The shelves are plainly numbered on their edges, consecutively, and each book placed on them has two numbers, on labels inside and out, for convenience; the first number showing the consecutive order of the book on the shelf, and the other corresponding with that of the shelf on which it stands; the books on each shelf being numbered from *one* up, as if the shelf stood alone. Thus, Thackeray's "Vanity Fair" is marked "No. 4, Shelf 282;" showing that it is the 4th book, in order, on the 282d shelf.

This system not only allows a complete classification by topics, by which books on any subject can be always kept together, or on contiguous shelves, but permits the constant addition of others of the same class without disturbing the general arrangement. It specifies also the permanent location of any book, either on the shelves or in a catalogue, within the comprehension of a child. We have at present no printed catalogue, but in the General Register, or written catalogue of books received, each page corresponds exactly with a shelf, and any book missing from a shelf can be instantly named by turning to the corresponding page and number in the manuscript catalogue. Thus "Vanity Fair," as above, is on the 282d page, and is the 4th book on the list.

Any visitor to the library may know exactly what kind of books is in any case by a sign, in plain gilt letters, at its top. The classification adopted at present embraces eighteen divisions and subdivisions of topics. Several of these classes would, of course, be still further subdivided, were there enough books to render it desirable. Thus, under "Art," the so-called "useful arts" would be separated from the "fine arts," as Painting, Sculpture, Music, &c., and each of these might have a separate space devoted to it, in a large library.

OPENING OF THE LIBRARY.

The library was formally dedicated to public use at a meeting of prominent citizens, including the mayor, Mr. S. Buhrer, the president of the Board of Education, Mr. E. R. Perkins, and several other members, &c., on the evening of Feb. 17, 1869. Several speeches suitable to the occasion were made by the gentlemen named and by others, all of whom expressed their gratification at the establishment of this library, and their cordial wishes for its prosperity.

The mayor, Mr. Buhrer, particularly expressed his sincere desire "that the tax for the library should be made five times as great as it is, if necessary to ensure its more complete usefulness." He prized it as affording an attractive place of resort for young men, and withdrawing them from expensive and vicious amusements. Confident in the attractions of instructive reading for our citizens, he augured a noble future for the library, and prophesied that, if properly fostered, and its resources constantly developed and extended, it would yet become the chief ornament and glory of the city.

The next morning, Feb. 18, at 10 o'clock, the library was regularly opened for the drawing of books. The public well knows

with what result. It seemed to have met a popular demand, and of such a variety and extent as no one had anticipated. In truth, from the very first, the call for books has been declared, by those best acquainted with the circulation of other public libraries, as "beyond all precedent;" that is, for a city and a library each of so limited size comparatively. Nor, in spite of the prophecies of some of its best friends that the pressure would cease as soon as the first novelty should be worn off, has there been any cessation in this demand, except during the "heated term" of midsummer.

The number of members registered—restricted to one in a family, at present, from the limited number of books—for the six months from Feb. 18 to Aug. 31, 1869, at the close of our financial year, when this properly concludes, was nearly 4,000, with the list constantly increasing.

The average number of books drawn out each day is about 250, or 1,500 weekly. The average number drawn on Saturdays, when the schools are closed, is between 500 and 600; as many, of course, being returned; making a total of from 1,000 to 1,200 books handled and registered during the seven hours only, of drawing on that day. Were all persons of fourteen years of age and upwards, allowed to draw books, as is the case in Boston and Cincinnati, and permitted also, as in the former city, to take out two each day, there is little question but that the circulation would reach from 400 to 500 daily.

CHARACTER OF THE BOOKS PURCHASED.

All the books purchased were under the immediate supervision and approval of the library committee. The whole range of literature,

"From grave to gay, from lively to severe—"

was selected from, while especial effort was made to obtain as many books as possible which should combine instruction with interest, the "utile et dulce" of reading matter.

Between the extremes of those ponderous tomes of learning, often named but seldom read, and those ephemeral productions which, without any high moral purpose, profess only "to glass the present hour," but really present only the worst features of social life—there lies a "golden mean" of popular books, written with transparent clearness of style by such authors as Ruskin, Mill, Spencer, Buckle, Huxley, Faraday, Tyndall, Agassiz, Youmans, &c., and their associates in other fields of literature, who "paint" the sciences, as well as the "manners—living as they rise."

It is only within a few years that men like those named above, the princes of the domain of intellect, who "throne in light" every subject which they touch with their magician's wand, the pen, have recognized it as the part of wisdom to popularize science, and, in place of polysyllabic technicalities, to use terms adapted to the capacities even of childhood; thus rendering the "pursuit of knowledge" a pleasure rather than a task.

As a general principle governing the selections, the committee—with the limited means at their command—thought it better, for the present, at least, to supply the library with the best works of all classes which would be *read*, rather than with those which, although occasionally valuable for reference, might lie untouched on the shelves for years.

The public library, like the public schools, is sustained by the people, and should be adapted to their demands, so as to accomplish the end of "the greatest good to the greatest number," rather than be limited to books needed by scholars and authors

only. Yet the very axiom quoted above would exclude works which, even if exempt from the charge of immorality, depict highly-wrought and perverted views of social life; and the purchase of such works has not been encouraged either by the librarian or the committee.

JUVENILE BOOKS.

There is a large and rapidly increasing class of books, under the above title, to be found in all public libraries at the present time. The demand for these has sprung up within a few years, and has probably increased the number of constant readers now, over that of twenty years since, in the ratio of a hundred to one!

There may be some persons who estimate all books by the standard of Gradgrind in Dickens' "Hard Times." "Facts, Sir! We want nothing but facts. They are the only things of any value in the world"; and the question in their view is forever settled. Yet is there nothing valuable in the cultivation of fancy—of imagination—of all those fairy illusions of grace and beauty, glorious and fleeting, which shed a golden glow over the prosaic realities of life? Without these, what would become of poetry, sculpture, painting and music? of all those ethereal forms of light which illumine the shadows of the "Bridge of Mirza," through whose broken arches the sad-eyed Orientals prefigured the passage to the unfathomable Hereafter? Too soon the fairy illusions fade and disappear like the shadowy forms in the magic mirror of Agrippa.

True it is that all the children's books may not contain "facts," such as would satisfy the soul of a Gradgrind. Yet those who, without examining them, measure the literary standard of juvenile books now by what it was twenty or thirty

years since, must have enjoyed a Rip Van Winkle sleep since that time. Then, those remarkable biographies of impossible children, "who always died young," as it was meet they should do to avoid contamination, in a world where their very incomparable excellence repelled all inclination to rival their lives—or their early deaths—constituted the chief staple of our Sunday School and Christmas books, out of which categories they were seldom found.

But the children's books of the present day are almost the antipodes of that class. So attractive are they in style, illustration, plot, incident, and typographical execution, that nearly half of the whole number drawn from this class, are drawn by grown persons. The editor of one of our leading papers remarked voluntarily to me, but a few days since, that the most charming book which he had lately read, in all the characteristics named above, was one of this class; and that so truly fascinating did it prove, even to him, that he could not lay it down till he had finished it. In truth, as witness the contributors to "Our Young Folks," "Riverside Magazine," &c., in this country, and to kindred English publications, many of the most elegant and popular writers of both countries are now engaged, to their pleasure as well as profit, in writing children's books.

Among these works biography, history, and even science and moral ethics, are presented in so attractive a garb, that the young reader is insensibly drawn on and absorbed in what, were it written in a less fascinating style, would be at once laid aside. These books certainly hold a much higher place in my own estimation than they possessed before becoming better acquainted with their remarkable variety, interest and instructiveness.

LOSS OF BOOKS.

With so large and so continuous a demand for books; with more than three thousand volumes constantly out, among the members; with so extensive an area, in comparison with its population, as Cleveland embraces; and with a membership so rapidly augmenting as at present—it cannot be regarded as at all surprising that some books loaned out should not be returned. Very few, as yet, except those whose loss has been acknowledged and paid for, are known to be missing; nor without calling in all the books and holding a specific inventory, will it be practicable to ascertain exactly what books are lost.

But owing to the care taken in recording the books drawn, and watching over their prompt return, it is believed that the number of books entirely lost is, as yet, very limited. When books are kept out over time—two weeks' retention being allowed—notice is usually sent to the holders, as promptly as practicable, or a personal call made on them. Quite a number of books which had been given up, after repeated inquiry, as lost, have subsequently been returned by third parties. The librarian has always desired to place the best construction on the over-retention of books, feeling confident that very few could be found to trespass willfully or dishonestly on the privileges of a free library.

GERMAN BOOKS.

The projectors of the "Humboldt Festival" of 1869, in this city, while canvassing for subscriptions from our citizens, to meet its contingent expenses, stated that the surplus receipts, if any, derived from the festival, should be devoted to the purchase of books for the public library.

It is understood that this surplus amounted to about \$600, and that the amount has already been sent on by the secretary of the society to purchase German books to be placed in the library.

This accession will be gladly welcomed, as it will doubtless add to the list of members many of our most valued and intelligent citizens of that nationality, whose unacquaintance with our language has hitherto precluded them from participating in the advantages of the library. It will also prove a gratifying acquisition from the fact that many of the best works of German authors—of Goethe, Schiller, Heine, Herder, Hoffman, Richter, Tieck, Zschokke, &c., have never yet found an American publisher. Our literary resources would be greatly increased by good translations of these and of other German writers of European celebrity.

FUTURE PROSPECTS OF THE LIBRARY.

That the library was opened under so favorable auspices, and that its apparent prosperity, and it is hoped usefulness also, continued unabated, must be a source of gratification to its projectors. It is yet but the beginning, the nucleus, of what must, with proper encouragement, develop into a great and noble agency for the diffusion of knowledge. Let the city foster it. Let the wealthy and liberal-hearted endow it from their abundance. Let the intelligent and thoughtful among us aid it with their counsel and influence; and let all who will, partake of its resources, which are free alike to rich and poor.

When the Boston Public Library was first established, statesmen, authors, scholars and millionaires, the noblest in intellect, position and liberality in the entire city, came forward with cheering words and more cheering deeds, to insure its permanency and success. There was no indifference, no antagonism, no sinister feeling which could

“Damn with faint praise, assent with civil leer,
And, without sneering, teach the rest to sneer.”—

No; the voice, the pen, the purse, the social influence, all which sways the current of feeling in "the modern Athens," were arrayed in support of their library. It stands now with its 150,000 volumes, accessible without cost to all, in the front rank of such institutions in the world; a noble and enduring monument—beyond the fanaticism of any Caliph Omar—of the wise forethought of the Everetts, the Bateses, the Winthrops, the Lawrences, and their eminent and honored associates in an enterprise crowned with complete success.

Shall our own library be thus encouraged and supported by those whose knowledge, position, wealth, and influence could aid it most? Who among our wealthy and public-spirited citizens will don the mantle of those far-seeing founders, and mold the future of our own library?

Respectfully submitted,

L. M. OVIATT,
Librarian.

REPORT
OF
BOARD OF EXAMINERS.

To the BOARD OF EDUCATION of the City of Cleveland:

The Board of Examiners submits the following report of their doings for the year ending August 31, 1869:

The whole number of applications for certificates was 197—180 ladies and 17 gentlemen.

The number of certificates granted was—for *three years*, 4 ladies; for *one year*, 123 ladies, 14 gentlemen: total, 141.

Of the whole number of applications, (197,) 94 were by teachers already teaching in the city schools—9 gentlemen and 85 ladies—to all of whom certificates for one year were issued without examination. The remaining 103 have been examined—95 ladies and 8 gentlemen—and of these, 4 ladies received certificates for three years, and 38 ladies and 5 gentlemen for one year each; and 56 failed to get certificates, to-wit: 53 ladies and 3 gentlemen.

The number of different applicants for certificates was 99.

Since March last, in accordance with the new school law for the city, no certificates have been issued for more than one year.

L. W. FORD,
Secretary.

RULES OF BOARD OF EXAMINERS.

1. The regular meetings of the Board shall be held at the Office of Public Schools, 236 Superior Street, commencing on the Friday preceding the last Saturday of every month, at 2 o'clock in the afternoon.

2. Candidates who are not present at the appointed hour shall forfeit the right to examination. None shall be admitted to a second examination (except by special arrangement) till after the expiration of six months from the time of the first.

3. All candidates shall be examined in Orthography, (including Spelling and Definitions.) Reading, Geography, Arithmetic, English Grammar, Penmanship, American History, and Physiology. In addition to these branches, gentlemen shall be examined in General History, Natural Philosophy and Algebra. For positions in the High Schools, candidates will be examined in the branches proposed to be taught by candidates.

In these examinations all papers shall be marked on a *scale of one hundred*. Less than *seventy-five* in Grammar or Arithmetic, and less than *sixty* in any other branch; or less than *seventy-five* in all, shall be considered a failure, and no certificate shall be issued.

Under the Cleveland School Law, certificates are first issued for one year only. After the expiration of such certificate, the Board of Examiners may renew the same for a term not to exceed five years in favor of such persons only as may have exhibited practical ability and skill in the management and instruction of schools within the city.

MANUAL OF THE SCHOOLS.

1869-70.

R U L E S

FOR THE

GOVERNMENT OF THE SCHOOLS.

GENERAL RULES.

SCHOOL TERMS.—The First Term of the school year commences on the first Monday of September, and ends on the Friday preceding Christmas. The Second Term commences on the first Monday of January, and continues twelve weeks. The Third Term commences after a vacation of two weeks, and continues eleven or twelve weeks, as may be necessary to complete a school year of forty weeks.

SCHOOL HOURS.—The hours of daily sessions of the schools shall be from 9 o'clock, A. M. to 12 M., with a recess of fifteen minutes; and from 2 to 4 o'clock, P. M.

HOLIDAYS.—The annual Thanksgiving Day, with the following Friday, and Washington's Birthday, shall be the established holidays of the schools.

DISMISSIONS.—No dismissions of the schools at other times than are or may be hereafter provided for by the Board of Education shall be permitted, on any pretext whatsoever, except on the written order of the Superintendent, given for causes concerning the best interest of the school or schools dismissed.

DISMISSAL OF CARD AND PRIMER CLASSES, &c.—The card and primer classes in the Primary Schools, and all First Reader classes whose average age is eight years or less, may be dismissed at recess in the morning, provided that no pupil shall be thus dismissed against the wishes of its parents.

ANNUAL EXAMINATION.—The annual examination of all the public schools shall be held at the close of the last term of each year, under the direction of the Board or the Superintendent.

SCHOOL BUILDINGS AND PREMISES.—No public school building or premises shall be rented or permitted to be occupied or used for any other purpose whatsoever than for public schools, except by special consent of the Board.

TEXT-BOOKS TO BE UNIFORM.—The studies prescribed and the text-books used shall be such only as may be prescribed by the Board of Education. Each scholar shall be provided with the required books, after due notice to the parents, **OR BE DENIED THE PRIVILEGE OF ATTENDANCE.**

THE SECRETARY MAY PROVIDE INDIGENT PUPILS WITH BOOKS.—When parents are unable to furnish the necessary books, notice of the fact, with a list of those needed, may be sent to the Secretary of the Board of Education, and the Secretary may then provide the same, at the expense of the city. All books thus furnished by the Secretary shall be entered on the first page of the register, numbered, and *loaned* to the scholar *till the close of the term only*, when it shall be the duty of the teacher to collect and preserve them.

CHANGE OF TEXT-BOOKS.—Whenever any new text-book is adopted by the Board, to the exclusion of another already in use, it shall be obligatory on the publisher, or his agent, to exchange

the former for the latter, for the period of two months, without cost to those pupils who have been provided with the latter; and it shall be the duty of the Superintendent and the principals to see that this condition is fulfilled.

DUTIES OF SUPERVISING PRINCIPALS.

TO ACT AS LOCAL SUPERINTENDENTS.—ENTITLED TO RESPECT.—The principals, as local superintendents of all the schools within their respective Grammar School districts, shall, under the direction of the Superintendent of Instruction, be responsible for the observance and enforcement of the rules and regulations of the schools; and in the discharge of their duties, they shall be entitled to the respect and deference of all their assistants.

GOOD ORDER AND CLEANLINESS ABOUT THE SCHOOL PREMISES.—They shall see that good order is maintained upon the school premises, and in the neighborhood thereof, and that the strictest cleanliness is maintained in the school buildings and outhouses belonging thereto.

TO CLASSIFY THE PUPILS, AND CO-OPERATE WITH THE SUPERINTENDENT.—They shall classify the pupils in the different grades, according to the Course of Study. They shall, as often as once in each month, examine each class in all the departments of their respective schools; and, at the end of each month and of each term, make such report to the Superintendent of Instruction as may be required by the rules of the Board of Education; and they shall, in every way possible, co-operate with the Superintendent in advising teachers as to the best methods of instructing and governing their schools.

TO NOTIFY TEACHERS OF RULES, OF TEACHERS' MEETINGS, &c.—They shall see that the teachers within their respective districts are promptly notified and duly advised as to all rules and regulations pertaining to the government and classification of their schools, and that they carry out the same in every particular. They shall see that parents are duly notified of the absence of their children in all cases, where the cause of absence is unknown, or is not satisfactory to the teacher; and they shall have power to suspend pupils temporarily for insubordination and irregularity of attendance, provided that due notice of the same be given, without delay, to the parents of the suspended pupil, and to the Superintendent of Instruction.

TO MAKE MONTHLY AND QUARTERLY REPORTS.—It shall be the duty of the several supervising principals to make monthly reports to the Superintendent of Instruction, of the number of visits made by them respectively to the several schools under their supervision, together with a statement of the number of minutes spent in each school. It shall also be their duty, at the close of each term, to make a careful report to him, in writing, of the work, methods of instruction employed, and success of each one of their subordinate teachers, together with any suggestions they may have to make with respect to course of study, discipline, or other topics of general interest.

RECORDS TO BE NEATLY KEPT, AND REPORTS MADE PROMPTLY.—They shall see that all the records of the several departments are neatly, regularly and accurately kept by the teachers, according to the regulations prescribed by the Superintendent; and, on the Saturday preceding the days specified by the rules of the Board for the payment of teachers' salaries, they

shall transmit to the Secretary a report of the number of days' service of each teacher within their respective Grammar School districts, together with all other reports required by the Secretary and Superintendent, according to the blank forms furnished them for the purpose; and they shall communicate such other information as the Board may from time to time require, or as they may think it important to communicate; and any failure, except from sickness, to file the aforesaid reports with the Secretary and Superintendent, according to the full requirements of the forms prescribed, shall debar them from the reception of their salary till the same is satisfactorily rendered to the proper officer.

REPAIRS AND SUPPLIES.—The principals of the several districts will transmit to the Secretary of the Board a list of all repairs and supplies which may be requisite; the teachers of the lower departments reporting the same to the principal.

TEACHERS.

EXAMINATION.—No person shall be employed as a permanent teacher in any of the public schools who shall not first have passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

ELECTION.—The teachers of the public schools shall be elected by the Board of Education annually, at its last regular meeting previous to the close of the schools for the summer vacation, and they shall hold their positions for one year, unless sooner removed by the Board.

TEACHERS TO BE PUNCTUAL AND TO REPORT DEVIATIONS.—Teachers shall be in attendance at their respective *school rooms*,

and open the same for the reception of pupils, at least twenty minutes before the hour of nine o'clock in the morning, and fifteen minutes before two o'clock in the afternoon. They shall also invariably report their own tardiness, dismissal, absence, or other irregularities in the monthly reports to the Secretary of the Board.

A COPY OF THE REGULATIONS TO BE KEPT IN EACH SCHOOL ROOM.—Each teacher is required to have a copy of the Regulations at all times in his or her school room, and to read to the scholars, at least *once each term*, so much of the same as will give them a just understanding of the rules by which they are to be governed.

TEACHERS TO KNOW AND OBSERVE THE REGULATIONS.—It shall be the duty of the teachers to make themselves familiar with all the school regulations, and to co-operate with the Board in such measures as will best secure their observance. A faithful compliance with these rules on the part of teachers shall be one of the conditions of their engagement and retention.

TO HAVE CARE OF SCHOOL ROOMS.—Teachers shall have the immediate care of their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging. They shall also co-operate with the principal in securing good order and neatness in the halls and about the school premises.

WARMING AND VENTILATING.—Teachers shall pay careful attention to the warming and ventilating of their school rooms. In houses heated by heated air from chambers below, they will in all cases keep the lower registers of the ventilating flues open, and, except for special reasons, the upper ones closed; and in

houses heated by stoves, or by any direct radiators, they shall ventilate their rooms by lowering the upper sashes, taking special care, however, that children be not allowed to sit in currents of cold air. At recess the teacher shall in all cases see that a proper supply of fresh air is admitted to the room.

TEACHERS' MEETINGS.—Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse for absence will be allowed other than such as would justify absence from a regular session of the schools.

TEACHERS' VISITS TO OTHER SCHOOLS.—All teachers may be allowed one-half day during the first term of each school year, for the purpose of visiting one or more of the public schools of the city, and observing the modes of instruction and discipline therein pursued. The Superintendent may, at his discretion, grant to such teachers as shall desire it, an additional half day each year for the same purpose; and he shall have power to prescribe such rules as he may deem needful for securing the object for which such visits are allowed.

MORAL INSTRUCTION.—It shall be a duty of the first importance, on the part of teachers, to exercise constant supervision and care over the general conduct of their scholars, not only while at school, but also on their way to and from home; and they are specially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles.

CORPORAL PUNISHMENT.—In inflicting corporal punishment, (which should be resorted to only in cases of extreme necessity, arising from flagrant and persistent disobedience,) no other instrument than a common rod or whip shall be employed, and

all cases of such punishment shall be reported to the Superintendent according to the form and requirement of blanks to be furnished by him for the purpose.*

DETENTIONS.—No pupil shall be detained at noon recess; and a pupil detained at any other recess shall be allowed to go out immediately thereafter. No pupil shall be detained after school for study, punishment, or other purpose, more than one hour.

CO-ORDINATE DUTIES OF SPECIAL AND PERMANENT TEACHERS.—The special teachers in Penmanship, Drawing and Music, if any such be employed, shall visit regularly and impartially the several departments in which they are expected to instruct; and the teachers in those departments shall invariably be present to preserve order, and to aid in such measures as will make the special instruction most valuable to the scholars.

AGENTS, LECTURERS AND EXHIBITERS.—No teacher shall permit any of his or her time, or that of the school, to be occupied in school hours by agents of books or apparatus, lecturers or exhibitors. And no notices of lectures, concerts, exhibitions, etc., by or in behalf of parties not officially connected with our schools, shall be given except by permission of the Board or Superintendent.

COMPLAINTS AGAINST TEACHERS.—Any parent or guardian, feeling aggrieved by the government of any teacher, may make

*The following is an extract from the report made by the Committee on Discipline, March 16th, 1863. It is here inserted because it embodies the sentiments yet held by the Board of Education.

"While the Board are of the opinion that corporal punishment can not be entirely dispensed with in our schools, they are decided in the conviction that it should be resorted to only in cases of flagrant and persistent disobedience, nor then until all other means are exhausted.

"The best teachers are those who rule by moral influences; and when physical infliction is necessary, it should be administered with deliberation and self-possession on the part of the teacher, without doing permanent injury to person, and with a view to the best moral effect upon the pupil and the school."

application for redress to the Superintendent, or to the Committee on Discipline. In case that dissatisfaction arise with the decision of the Committee on Discipline, an appeal may be taken to the Board of Education, which shall thereupon appoint a special committee, whose decision, after due consideration of the case, shall be final and of full effect, as the decision of the Board. No complaint shall, in any case, be read to or heard by the Board save on appeal, as above, from the decision of the Committee on Discipline.

APPLICATIONS TO THE SECRETARY AND SUPERINTENDENT.—

All applications by teachers or others, concerning school matters, shall, as far as practicable, be made between the hours of 4 and 5 o'clock, P. M., on school days, and from 9 to 11 o'clock, A. M., on Saturdays, at the rooms of the Board of Education.

SCHOLARS.

NONE TO BE ADMITTED UNDER LEGAL AGE.—No child under six years of age shall be admitted to the public schools. In case of doubt as to the age of any applicant, the teacher may require a written certificate thereof from the parent or guardian.

CONTAGIOUS DISEASES.—No scholar affected with any contagious or infectious disease, or directly exposed to the same, shall be allowed to attend the public schools.

SCHOLARS TO ATTEND IN THEIR OWN DISTRICTS.—No scholar shall be allowed to enter or remain in any public school out of his or her own District, except by special permission of the Committee on Boundaries, provided, however, that said Committee shall refer all transfers to the Board in cases where they would seriously interfere with the proper distribution of pupils among the several Districts.

NON-RESIDENTS.—None but children of *bona fide* residents of the City of Cleveland shall be allowed to attend the public schools free; but *children of non-residents*, on the payment of tuition fees prescribed by the Board, may be admitted whenever the Superintendent of Instruction is satisfied that such admission will not occasion inconvenience to resident pupils.

The charges for tuition of non-residents shall be, in the High schools, first term, sixteen dollars; second and third terms, each, twelve dollars. In all schools of lower grades, first term, twelve dollars; second and third terms, each, nine dollars. On the presentation of the receipt of the Treasurer of the city, for the fees as above prescribed, the Superintendent may issue an order for the admission of said non-residents; but, without such an order from the Superintendent, no child of a non-resident shall be admitted or permitted to remain in school.

DUTIES OF SCHOLARS.—Every scholar is required to attend school punctually and regularly; to conform to all the rules of the schools; to obey all the directions of the teachers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to school mates; to refrain entirely from the use of profane or improper language, and to be clean and neat in person and attire.

ABSENCE AND TARDINESS.—Each morning and afternoon session, it shall be the duty of teachers to notify, without exception, the parents or guardians of every absent scholar, and of every one tardy without excuse. Children shall not be sent home for excuse, when tardy, but may be refused admission at the next morning session of the school, if by that time an excuse be not furnished by the parent or guardian; provided, that no pupil be thus refused admittance unless notice of

tardiness shall have been previously served according to this rule.

THE ONLY EXCUSES FOR TARDINESS OR ABSENCE accepted by the teacher shall be for *sickness* or some *urgent cause*, rendering punctuality impossible or extremely inconvenient. When excuses are considered insufficient, the teacher shall mark on the record, "Not accepted," and receive the pupil under the following Rule.

SUSPENSION FOR UNNECESSARY ABSENCE.—Pupils absent more than three half days, or tardy more than three times in any school month, without excuse satisfactory to the teacher, or for causes other than those specified in the preceding Rule, unless sufficient guarantees for future regularity are given, may be reported by teachers to the Superintendent, with a recommendation that they be suspended from school till the commencement of the next term, and the Superintendent shall have power to carry out such recommendation. But no teachers shall thus report any pupils until they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

SUSPENSION FOR MISDEMEANORS.—Scholars guilty of the above or other irregularities, and habitually neglectful of their studies and of the rules of the school, may be required to report themselves to the Superintendent for advice, admonition, reprimand or suspension, who, at his discretion, may suspend or report to the Board for such action as they may think proper.

ABSENTEES FROM EXAMINATIONS.—Any pupil who shall absent himself from any regular examination of the schools, or who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return

without permission from the Superintendent or Committee on Discipline.

REGULAR LEAVE OF ABSENCE.—Applications for regular leave of absence or dismissals must be made to the Superintendent, who may grant such requests, provided they do not seriously interfere with the regular course of study.

NOTE.—A certificate, to the effect that the regular leave of absence desired, will not “seriously interfere with the regular course of study,” that is, the progress of the pupil and of the school, is, in all cases, required from the teacher, before the application is entertained by the Superintendent.—SUPERINTENDENT.

DISMISSALS, LEAVE OF ABSENCE.—No scholar shall be dismissed before the close of the school hours, except at the written request of the parent or guardian. All such requests, however, shall be discouraged by the teacher as much as possible; and if he or she has reason to suppose that the request is made for reasons insufficient to warrant the interruption of the pupil’s studies and recitations, the request shall be refused.

DAMAGES TO SCHOOL PROPERTY.—Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay in full for all damages. Notice of such damages shall be sent to the parents or guardians of the scholar, and in default of payment, the case shall be reported to the Secretary of the Board, who shall proceed with it according to law. Scholars thus reported to the Secretary shall not afterwards be allowed to attend school until payment of damages shall have been made, or the case otherwise adjusted.

SCHOLARS TO LEAVE THE SCHOOL PREMISES.—Scholars shall not be allowed to assemble about the school premises at unreasonable hours before the commencement of school, nor remain after the dismissal of the same.

SALARIES OF OFFICERS AND TEACHERS.

Superintendent of Instruction,.....	\$4,000
Superintendent of Buildings,.....	1,800
Secretary of the Board,.....	800

Teachers of High Schools.

Principal of Central High School,.....	3,000
" West " " 	2,000
First and Second Male Assistants,.....	1,600
Third Male Assistant,.....	1,200
First Female Assistant,.....	1,000
Second Female Assistant, Central High School,.....	800
Second Female Assistant, West High School,.....	800
All other Female Assistants,.....	700

Grammar and Primary Schools.

Principals of Districts,.....	1,800
Principals of Rockwell Street, Sterling Avenue, Brownell Street, and Kentucky Street Schools, each.....	1,000
Principals of Orchard Street, Mayflower Street, St. Clair Street, Eagle Street, Wade Avenue, University Heights, and Hicks Street Schools, each.....	800
Principals of Pearl Street, Washington Street, Case Avenue, and Wilson Avenue Schools, each.....	700

All Others—According to Experience.

First Year,.....	400
Second Year,.....	450
Third Year,.....	500
Fourth Year,.....	550
Fifth Year,.....	600

Special Teachers.

Music,.....	1,800
Penmanship,.....	1,800

COURSE OF STUDY.

PRIMARY CLASSES.

FIRST YEAR—CLASS D.

FIRST TERM.

Reading.—Lessons on Cards. A few words to be first learned, then their phonic elements, finally words to be learned from their phonic elements. Sheldon's First Reader may be introduced for occasional exercises, at the discretion of the teacher.

State Writing.—Letters and words to be *printed*, as learned. Printing words at dictation.

Number, (concrete).—Development of distinct preceptions of numbers as far as ten. Adding and subtracting to ten.

Lessons on Objects and Common Things.—Introduction to the school. Talks about home, toys, pets, parents, names of boys and girls. Why they go to school, &c. Obedience to parents and teachers. Lessons on selected objects named on cards. Color, form, size, weight to be introduced in connection with the things named, during this and the succeeding terms of the year.

Composition.—Copying words and sentences printed on the black board by the teacher. Talks about the pictures in the Reader, the children to be encouraged to tell what they see in them. Systematic correction of common faults in the use of language to be commenced in this, and continued through all succeeding grades.

SECOND TERM.

Reading.—Cards to be continued. The power to make out new words, from phonic elements, to be carefully cultivated. In exercises of this kind, words of two or more syllables should frequently be employed.

State Writing.—Printing continued; script letters commenced.

Numbers, (concrete).—Addition, subtraction and multiplication of numbers. Neither numbers employed nor results to exceed fifteen.

Lessons on Objects.—Lessons on the school room, its parts, its furniture. What belongs to the child, to the teacher, to the school? Care of the school room and its furniture. A few talks on what is seen on the way to and from school. Lessons on selected objects named on the Cards.

Composition.—As in the First Term. The children to be now encouraged to write words and short sentences from memory and observation. Descriptions in what they see in the pictures of the Reader.

THIRD TERM

Reading.—Cards to be completed in connection with the use of Sheldon's First Reader. Words to be spelled by sound and by letter.

Slate Writing.—Words and sentences to be written. Writing words at dictation.

Numbers, (concrete.)—Counting with and without objects to fifty. Addition, subtraction, multiplication and division of numbers. No number to be introduced greater than twenty. Notation of tens taught objectively. The work of the year to be a complete development of numbers as well as a drill in the combination of numbers. No problems involving two or more steps of reasoning to be given.

Lessons on Objects.—The things seen on the way to and from the school, their uses, their parts; the stores passed. Where the parents get the various articles used for food, &c. Lessons on selected objects named in the Primer. Lessons on the human body. Common physical actions named.

Composition.—As in the two preceding Terms.

SECOND YEAR—CLASS C.

FIRST TERM.

Reading.—Part I. "Word Method Primer."

Spelling.—All words occurring in the reading lessons to be written, and spelled orally by sound and by letter.

Writing.—On slates, in exercises in spelling and composition, and from copy with lead pencil and paper.

Arithmetic.—Counting with and without objects to one hundred. Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to thirty. Exercises in notation and numeration of tens continued and illustrated objectively. Concrete examples to be freely used in this and succeeding Terms. Roman numerals to X.

Lessons on Objects and Common Things.—Clothing of children, girls, boys, on working days and on Sundays. The clothing of animals compared with that of man. Cleanliness enjoined. Lessons on objects named in the Primer. Special lessons on color. The human body and its motions.

Composition.—Writing sentences containing given words, and short descriptions derived from Object Lessons, from pictures, &c, as directed by the Superintendent.

SECOND TERM.

Reading.—Part II. "Word Method Primer."

Spelling and Writing.—The same as in the First Term.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to forty. Exercises in notation and numeration continued to one hundred. Roman numerals to XX.

Lessons on Objects and Common Things.—Lessons on animals compared with man, limb with limb, action with action. The five senses. Special lessons on form and color.

Composition.—The same as in First Term, but more extended. Writing all requests made of the teacher.

THIRD TERM.

Reading.—Course to be fixed at discretion of Superintendent.

Spelling and Writing.—Continued as in preceding Terms.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of abstract and concrete numbers to fifty. Notation and numeration to hundreds, tens and units illustrated objectively. Roman numerals to L.

Lessons on Objects and Common Things.—Food. What is eaten raw? How prepared? What is cooked before being eaten? How cooked? Food of the domestic animals. The child's home. Different rooms and their uses; how lighted? heated? Habitations of animals compared with those of man. Special lessons on color, form, size, and weight. Plants.

Composition.—The same as in previous Terms. Systematic exercises in the use of have, do, be, see, and other verbs, and in correction of common faults in the use of the same.

THIRD YEAR—CLASS B.

FIRST TERM.

Reading.—McGuffey's Second Reader, to Lesson XXXV.

Spelling.—All words to be spelled by sound, and by letter orally and in writing. The spelling of names of the days of the week and the months of the year.

Writing.—On slates and on paper, in spelling and in composition exercises.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers within the limits of the tables (100). Numeration and notation of thousands taught objectively. Exercises in the same. Roman numerals to C.

Lessons on Objects and Common Things.—The family and the relative duties of its members. The occupation of men and children. Those who construct dwellings, make furniture, utensils, clothing, supply food, &c. The merchant. Lessons continued on color, form and weight. Liquid measures to be introduced.

Lessons preparatory to Geography. Location and direction of things in the school room and of the neighboring streets and public buildings. Direction of some of the principal objects throughout the city.

Composition.—Writing sentences containing given words. Description derived from Object Lessons and pictures. Relation of actions performed by the teacher and by pupils under the direction of the teacher.

SECOND TERM.

Reading.—McGuffey's Second Reader completed.

Spelling and Writing.—The same as in the First Term.

Arithmetic.—Notation, numeration and addition, to hundreds of thousands. Multiplication—the multipliers not to exceed nine. The idea of fractions to be developed, and notation of the same to be taught to thirds. Roman numerals to CC.

Lessons on Objects and Common Things.—Surroundings of the house, yard, stable, garden. What is in them? What is done in them? How should they be kept? The various occupations of men and women continued. Lessons on color, form, size, weight and measure continued. Animals.

Preparation for Geography.—The use of maps illustrated by maps of the school room, school yard, and the neighboring streets, drawn upon the black board by teacher and pupil.

Composition.—The same as in the previous Term. Sentences to be constructed containing words selected from the reading lessons.

THIRD TERM.

Reading.—Course to be fixed at discretion of Superintendent.

Spelling.—From the Second Reader, to be continued.

Writing.—The same as in the First Term.

Arithmetic.—Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction, minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions, (descending,) on such parts of tables as may be derived from object lessons as required below.

Lessons on Objects and Common Things.—Lessons on the measures—bushel, peck, quart, pint, small measure. Color and form. Animals and plants.

Preparation for Geography.—The use of maps illustrated by maps of the school room, school yard, and the neighboring streets, drawn upon the black board by teacher and pupil. The Map of Cleveland. Direction as indicated by the map.

Composition.—The same as in previous Terms.

FOURTH YEAR—CLASS A.

FIRST TERM.

Reading.—Third Reader to Lesson XL.

Spelling.—All words in reading lessons to be spelled by sound, and by letter orally and in writing.

Writing.—On slates in exercises in spelling and composition, and from copy with lead pencil on paper.

Arithmetic.—Exercises in addition, subtraction and multiplication, (multipliers not to exceed twenty-five,) and division, (divisors not to exceed five.) Reduction of mixed numbers to improper fractions and the contrary; also, single step reductions of compound numbers to correspond with object lessons. All concrete examples to be analyzed. "Ray's Rudiments" may be used.

Lessons on Objects and Common Things.—Forest trees. Woods and their uses. Leaves and barks of different trees, distinguishing as many different kinds as possible. Color, form. The measures—yard, foot, inch. The weights—pound, half pound, quarter pound, and ounce.

Geography.—The map of the State of Ohio to be taught with the aid of the black board. The productions of the State and pursuits of the people. To "Our Country," in "Guyot's Elementary Geography."

Grammar and Composition.—Writing sentences containing given name words, action words, and describing and limiting words; and selecting the same from Reader. Distinction between general and particular name words. Composition based on Object Lessons.

SECOND TERM.

Reading.—Third Reader completed.

Spelling and Writing.—As in previous Terms.

Arithmetic.—Exercises in addition, subtraction, multiplication, (multipliers not to exceed one hundred,) and in short division. Reductions as in previous Terms. Analysis to be continued. Simple calculation of surfaces of rectangles, two sides being given; and of triangles; base and perpendicular height being given.

Lessons on Objects and Common Things.—The production of the soil in and about Cleveland, different articles of trade, means of transportation, &c.

Geography.—Guyot's Elementary Geography, "Our Country," with oral lessons on the map of the world. The routes of travel to Pittsburg, Detroit, Chicago, Buffalo and Cincinnati.

Grammar and Composition.—Writing sentences predicating actions and qualities of given objects, selecting words from the Reader which denote action and quality as in the first Term. Predicating actions in time past, present and future; introducing modifiers of the action

word to tell where, when, how and what. The adverb. Selecting words from the Reader which denote action, present, past and future. Compositions as in previous Term.

THIRD TERM.

Reading.—Course to be fixed by the Superintendent.

Spelling.—From the Third Reader reviewed.

Writing.—Continued as in previous Terms.

Arithmetic.—Exercises in addition, subtraction, multiplication and short division. Reductions to correspond with object lessons. Simple calculation of contents of parallelopipedons, dimensions not to exceed twenty.

Lessons on Objects and Common Things.—The manufactures of Cleveland. Objects of foreign trade. The spring, what people do in the spring. The summer, what people do in the summer.

Geography.—Guyot's Elementary Geography, "Other Countries," with review of the Book.

Grammar and Composition.—Review of Grammar so far as already taught, with extended exercises in composition.

GRAMMAR SCHOOLS.

CLASS D.

FIRST TERM.

Reading.—Fourth Reader, the first forty lessons. Pupils may be encouraged, with the advice and consent of the Superintendent, to subscribe for some periodical for young folks; and, if a sufficient number of subscribers can be obtained, the teachers may have reading exercises in the same once or twice per week, instead of reading in the book prescribed for the grade, provided that no child shall be required to purchase such periodical.

Spelling.—In the first forty lessons of the Reader, with all technical terms in use in the school work.

Writing.—The use of pen and ink to be commenced and continued throughout the course. Dictation exercises.

Grammar.—Deduction of rules for changing nouns from singular to plural. Distinction between the forms of the adjective denoting different degrees of quality. Subject and predicate to be introduced. Selections of the parts of speech already introduced.

Composition.—Exercises in narration. Descriptive exercises to be commenced.

Arithmetic.—Long Division, Federal money as far as Division. The identity of this system of notation with the decimal system to be pointed out and illustrated. Omit Art. 55 of Text Book. Teachers to develop principles set forth in Art. 57. Cancellation to be omitted.

Geography.—The Central States, commencing at Ohio and proceeding thence to contiguous States, with oral instruction upon subjects of Lessons from VII to XI, Guyot's "Intermediate Geography."

SECOND TERM.

Reading.—Fourth Reader completed, with prescribed omissions.

Spelling.—From the Reading lessons; also of all terms introduced in the course of instruction in the several branches taught.

Grammar.—Personal Pronouns, Prepositions, Conjunctions and Interjections. Synthetic exercises embracing modifications of subject and predicate to be introduced as rapidly as the progress of the class will permit.

Composition.—As in preceding Term.

Arithmetic.—Federal money completed. Reduction, addition, subtraction and multiplication of Dry and Liquid measures and Avoirdupois weight.

Geography.—The Middle Atlantic, New England and South Atlantic States, and oral lessons upon the subjects of the first seven Lessons.

THIRD TERM.

Reading.—Fourth Reader reviewed with spelling.

Grammar.—Person and gender of nouns and personal pronouns, with review of the two years course.

Composition.—As in preceding Terms. Letter writing.

Arithmetic.—Reduction, addition, subtraction and multiplication of compound numbers. Troy weight, Apothecaries weight, Cloth and Beer measures to be omitted.

Geography.—The United States completed, with review of definitions.

CLASS C.

FIRST TERM.

Reading and Spelling.—Fifth Reader. Spelling from Reading Lessons, and Spelling of all technical terms introduced in the course of instruction. (See Class D with reference to periodicals.)

Grammar.—Synthetic exercises; the subject modified by words and phrases. The predicate modified by the same. The adjective and adverbial element to be introduced. The verb—transitive and intransitive.

The objective element. Introduction of case. Regular and irregular verbs.

Composition.—Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, and pupil to parents and absent relatives, on the business of the school.

Arithmetic.—Division of compound numbers, and review of the entire subject of compound numbers. The subjects of the 8th and 9th chapters to be developed by the teacher

Geography.—The United States reviewed. North and South America. Geographical abbreviations

SECOND TERM.

Reading and Spelling.—Fifth Reader completed, with prescribed omissions. Spelling as above.

Grammar.—Synthetic exercises to be continued. The clause to be introduced. Selections of all the parts of speech. Verb—active, passive, and neuter. Tense. Analysis of the simple sentence.

Composition.—Narrative and descriptive exercises continued. Letters from home to absent relatives and friends.

Arithmetic.—Development of Fractions. Terms—Simple, Proper and Improper Fractions, Theorems, Reduction to Lowest Terms, Compound to Simple, Common Denominator, Addition and Subtraction.

Geography.—Europe, Asia and Africa. Geographical abbreviations.

THIRD TERM.

Reading and Spelling.—Fifth Reader reviewed. Spelling in all lessons read, with technical terms as above.

Grammar.—Synthetic exercises continued. The subject a word, phrase, or clause; the predicate a noun, an adjective, a verb. Analysis of simple sentences. Mode. Review of previous work.

Composition.—Letters from abroad to friends at home, involving narrations and descriptions.

Arithmetic.—Multiplication, Division, Complex Fractions, and review of Fractions of Simple Numbers.

Geography.—Australia. The entire subject reviewed. Geographical abbreviations.

CLASS B.

FIRST TERM.

Reading.—Selections from the works of English poets and prose writers; the poems selected to be read entire. Elocutionary exercises.

Spelling.—Dictation exercises. Words selected from text books, etc. DeWolf's Spelling Book to Part II through the year; English abbreviations on page 161.

Grammar.—Harvey's Grammar to be used. Orthography, Etymology and Preliminary Lessons in Syntax.

Arithmetic.—The subject of Decimal Fractions to be developed and taught through to Reduction of Compound Numbers. Common and Decimal Fractions of Compound Numbers to be taken together, and the correspondence between the two to be kept in view.

U. S. History.—Anderson's History to the Revolution.

Geography.—Review of the work assigned in the first term to Class D; one lesson per week.

SECOND TERM.

Reading.—Selections from poets and prose writers as above, continued.

Grammar.—Etymology, with incidental instruction in Syntax. Analysis of simple sentences.

Arithmetic.—Percentage and Interest to Partial Payments.

U. S. History.—Through the Revolution.

Geography.—Review of the work assigned to Class D for the Second Term; one lesson per week.

THIRD TERM.

Reading.—See First Term.

Grammar.—Orthography and Etymology completed. Synthetic exercises, introducing the compound sentence. Analysis of the same.

Arithmetic.—Ratio, Proportion and Aliquots. Review of the subject so far as completed.

U. S. History.—Review of the work of previous Terms.

Geography.—Review of work assigned to Class D for the Third Term; one lesson per week.

CLASS A.

FIRST TERM.

Reading.—Reading as in Class B, and elocutionary exercises.

Spelling.—DeWolf's Speller to Part III through the year. Words selected from the text books used. Latin abbreviations, as on page 162.

Grammar.—Analysis and Syntax.

Arithmetic.—Review of previous work, and advance to "Analysis."

U. S. History.—Anderson's History, from Section V to Section VIII.

Geography.—Review of the work assigned to the C Class for the First Term; one lesson per week.

SECOND TERM.

Reading.—See First Term.

Grammar.—Analysis and Syntax.

Arithmetic.—Book completed, with omissions prescribed by the Superintendent.

U. S. History.—Anderson's History, Sections VIII and IX, with oral instruction on the Constitution.

Geography.—Review of the work assigned to the C Class for the Second Term ; one lesson per week.

THIRD TERM.

Reading.—See First Term.

Grammar.—Entire subject to be reviewed.

Arithmetic.—The entire subject to be reviewed, with omissions as above.

U. S. History.—To be reviewed.

Geography.—Review of the United States ; one lesson per week.

TEACHERS.

THEIR NAMES, SALARIES AND RESIDENCES.

CENTRAL HIGH SCHOOL.

NAMES.	SALARIES.	RESIDENCES.
Samuel G. Williams.....	\$3,000....	212 Prospect street.
Theodore W. Hopkins.....	1,600....	42 Eagle street.
Conrad L. Hotze	1,600....	325 Superior street.
Lewis P. Mercer, vice.....		981 Wilson avenue.
Floyd B. Wilson.....	1,200....	
Emma G. Barriess.....	1,000....	111 Superior street.
Frances M. Beaumont.....	800....	131 Lake street.

JANITOR.

John Heard	400....	95 Wilson street.
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WEST HIGH SCHOOL.

Alanson G. Hopkinson.....	\$2,000....	343 Franklin street.
Emma Cutler	1,000....	191 Franklin street.
Isabella Sayles	700....	63 Clinton street.
Philopena Henshaw.....	200....	35 York street.

JANITOR.

Patrick Hogan	360....	
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FIRST DISTRICT.

SUPERVISING PRINCIPAL.

Henry M. James.....	\$1,800....	135 Chestnut street.
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ROCKWELL STREET.

Annie E. Spencer.....	\$1,000....	83 Public Square
Kate White.....	700....	131 Lake street.
Etta M. Hays.....	700....	49 Wood street.

NAMES.	SALARIES.	RESIDENCES.
Mary D. Campbell.....	\$600....	55 Rockwell street.
D. Lizzie Darling.....	600....	233 St. Clair street.
Minnie C. Merritt.....	600....	55 Rockwell street.
Mary C. C. Lane.....	600....	59 Ontario street.
Julia E. Liscom.....	600....	245 St. Clair street.
Annie E. White.....	600....	149 Prospect street.
Myra E. Robbins.....	600....	1 Central Place.
Josephine B. Lester.....	400....	233 St. Clair street.
Henrietta B. Ayres.....	600....	84 Bond street.
Mary H. Gale.....	600....	147 Lake street.
Martha M. Stone.....	600....	62 Euclid avenue.
Mary Lawrence.....	600....	57 Walnut street.
Julia A. Beebe.....	600....	308 Superior street.
Mary Haver.....	600....	321 Lake street.
Lottie Nichols.....	600....	27 Bank street.

JANITORS.

Edward Taubman.....	\$450....	49 Grant street.
Mrs. Hanora Lynch.....	350....	278 Lake street.

ST. CLAIR STREET.

Lizzie Hardy.....	\$800....	245 St. Clair street.
Lucy E. M. Smith.....	600....	117 Bolivar street.
Eliza D. Spooner.....	600....	117 Bolivar street.
Hettie E. Wells.....	500....	23 Rockwell street.
Dana A. Eveleth.....	600....	49 Wood street.
Carrie Lawrence.....	600....	57 Walnut street.
Sophia D. Stewart.....	600....	339 Superior street.
Anna Rearden.....	600....	61 Huntington street.
Carrie P. Sked.....	600....	28 Granger street.
Alice A. Worfolk.....	500....	77 Wilson street.
Hattie M. Sanborn.....	600....	195 St. Clair street.
Lizzie L. Allen.....	600....	131 Lake street.
Mary E. Bryner.....	600....	245 St. Clair street.
Annie Lawrence.....	400....	140 Lake street.
Jennie H. Cook.....	600....	247 St. Clair street.

JANITORS.

William Manning.....	\$450....	202 Oregon street.
Mrs. Catharine Murphy.....	350....	157 Oregon street.

NAMES.	SALARIES.	RESIDENCES.
CASE AVENUE.		
Eliza E. Corlett.....	\$700....	35 Sibley street.
Annette M. Gates.....	600....	1013 Superior street.
Mary Horner.....	600....	19 Sibley street.
Amelia L. Brainard.....	600....	327 Prospect street.
Charity O. Gates.....	600....	1013 Superior street.
Minnie E. Nunn.....	600....	90 Brownell street.
JANITOR.		
Margaret Walker.....	\$240....	1016 Superior street.

SECOND DISTRICT.

SUPERVISING PRINCIPAL.

William S. Wood,.....\$1,800....110 Maple street.

STERLING AVENUE.

Adda S. Bently.....	\$1,000....	68 Bank street.
Harriet L. Keeler.....	700....	360 Superior street.
Eliabeth J. House.....	600....	48 Cheshire street.
Jennie Baker.....	600....	106 Euclid avenue.
Sarah R. Saunders.....	600....	38 Cheshire street.
Jennie M. Gardner.....	600....	81 Cedar street.
Estella Hill.....	500....	281 Erie street.
Hattie M. Drake.....	500....	68 Bank street.
Lizzie M. Kirk.....	600....	86 Huron street.
Fanny Dickerson.....	500....	70 Wood street.
Alma S. Keys.....	600....	240 Cheshire street.
Minnie A. Dutcher.....	500....	93 Garden street.
Ella Curtis.....	450....	76 Erie street.
Carrie A. Parks.....	600....	52 Prospect street.
Anna J. Sked.....	600....	28 Granger street.
Mary Quintrell.....	600....	56 Cedar street.
Clara Taber.....	400....	505 Case avenue.
Isabel Brokenshire.....	400....	169 Garden street.

JANITORS.

John Malvin.....	\$450....	391 Sterling avenue.
Amelia Schmitzer.....	350....	266 Garden street.

MAYFLOWER STREET.

Ellen G. Revely.....	\$800....	450 Woodland avenue.
Hattie A. Comings.....	600....	181½ St. Clair street.

NAMES.	SALARIES.	RESIDENCES.
Julia E. Rood.....	\$600....	450 Woodland avenue.
Lucetta M. King.....	550....	181½ St. Clair street.
Maria E. Durham.....	600....	62 Euclid Place.
Annie W. Johnston.....	600....	9 Cheshire street.
S. Zella Reid.....	600....	181½ St. Clair street.
Mary J. Johnston.....	600....	9 Cheshire street.
Ellen Littleton.....	600....	88 Garden street.
Harriet N. Hobbs.....	600....	106 Orange street.
Annie J. Stoddard.....	400....	21 Harmon street.
Ada Piper.....	400....	269 Sibley street.
Jennie E. Stone.....	550....	364 Prospect street.

JANITOR.

Frank Weitenmeyer.....	\$4.00....	25 Mayflower street.
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WILSON AVENUE.

Abbie E. Wood.....	\$700....	38 Kinsman street.
Ella M. Kaiser.....	600....	795 Woodland avenue.
Hannah Clarke.....	600....	63 Burwell street.
Eliza A. Beardsworth.....	500....	111 Case avenue.
Jennie Wilson.....	500....	742 Woodland avenue.
Julia Johnson.....	400....	675 Case avenue.

JANITOR.

Alexander Herbert.....	\$240....	Warrensville Road.
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WARREN STREET.

Lucy A. Robinson.....	\$600....	808 Broadway.
Celia Ballou.....	600....	near Broadway.
Electa L. DeWolf.....	600....	near Broadway.

JANITOR.

Anna Richli.....	\$120....	61 Trumbull street.
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THIRD DISTRICT.

SUPERVISING PRINCIPAL.

Lewis W. Day.....	\$1,800....	324 Woodland avenue.
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BROWNELL STREET.

Cornelia H. Saunders.....	\$1,000....	38 Cheshire street.
Alice M. Law.....	700....	106 Euclid avenue.
Sarah L. Andrews.....	600....	107 Huntington street.
Jennie M. Silcox.....	600....	59 Ontario street.
Jennie Eggleston.....	600....	48 Cheshire street.

NAMES.	SALARIES.	RESIDENCES.
Docia B. Smith	600....	81 Cedar avenue.
Henera McQuiston	550....	175 Ohio street.
Jennie A. Sexton	600....	23 Cheshire street.
Eliza J. Lewis	600....	184 Prospect street.
M. Kate Miller	600....	Euclid avenue, East Cleveland.
Clara S. Dare	600....	226 Perry street
Augusta H. Barr	600 ...	17 Oak Place.
Frances L. Morgan	600....	69 Webster street.
Mira J. Slawson	600....	University street.
Ella L. Pitkin	550....	56 Granger street.
Samantha A. Killip	600....	358 Perry street.
Julia A. Lawrence	500....	140 Lake street.
Isabel Hopkins	450....	47 Eagle street.

JANITOR.

Nicholas Quackenbush	\$750....	52 Greenwood street.
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EAGLE STREET.

H. E. Gillett	\$800....	71 Prospect street.
Alice Bisbee	600....	53 Bolivar street.
Mell Mahony	600....	131 Lake street.
Nora Evans	600....	66 Prospect street.
M. L. Blair	600....	316 Erie street.
Emma J. Quirk	600....	138 Bolivar street.
Fannie A. Kirk	600....	86 Huron street.
Mattie Evans	400....	66 Prospect street.
Mattie H. White	500....	106 Orange street.

JANITOR.

E. B. Hoag	\$360....	250 Broadway.
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UNIVERSITY HEIGHTS.

Esther A. Widner	\$800....	22 Jennings avenue.
Anna M. Hart	600....	22 Jennings avenue.
Emma M. Stickney	600....	13 College street.
Mary L. Peterson	600....	20 Jennings avenue.
Ellen Jackson	550....	22 Jennings avenue.
Mary L. Markham	600....	22 Jennings avenue.
Mary E. Cottrell	500....	63 Pelton avenue.
Jennie H. Bigelow	600....	63 Pelton avenue.

JANITOR.

Mrs. Delside	\$160....	School Building, 180 Auburn st.
Mrs. Heich	200....	University Building, 180 "

NAMES. SALARIES. RESIDENCES.

FOURTH DISTRICT.

SUPERVISING PRINCIPAL.

Alexander Forbes \$1,800.... 79 Liberty street.

KENTUCKY STREET.

Mary L. Russell \$1,000.... 41 State street.
 Bettie A. Dutton 700.... 94 State street.
 Phebe A. Allen 600.... 191 Franklin street.
 Ada E. Williams 600.... 135 Franklin street.
 Hadassah B. Folsom 600.... 264 Franklin street.
 Lucia Stickney 600.... 97 State street.
 Mary E. Libbey 600.... 186 Liberty street.
 Adda C. Briggs 600.... 75 State street.
 Olive L. Smith 600.... 108 Hanover street.
 Maria Lundy 550.... 234 Pearl street.
 Nellie Lundy 500.... 234 Pearl street.
 Emily A. Vial 500.... 93 Liberty street.

JANITOR.

Archibald Molheirn \$480.... 109 Swiss street.

HICKS STREET.

Lemira W. Hughes \$800.... 11 Clinton street.
 Lovilla E. Hulbert 600.... 6 Terrett street.
 Libbie H. Pryor 600.... 286 Pearl street.
 Frank C. Bates 600.... 135 Franklin street.
 Susie Stephan 600.... 308 Columbus street.
 Kate L. Williams 450.... 270 Franklin street.
 Julia M. Dickinson 600.... 324 Pearl street.
 H. Adda Stickney 450.... 97 State street.
 Caroline E. Hemenway 600.... 464 Pearl street.

JANITOR.

Jacob Loblien \$360.... 64 Taylor street.

PEACH STREET.

Emily L. Bissell \$800.... 23 Rockwell street.
 Susie H. Plummer 600.... 27 Jay street.
 Nettie L. Stewart 600.... 186 Liberty street.
 Mary McIlwain 600.... 288 Pearl street.
 Sarah I. Carothers 600.... 186 Liberty street.
 Emma L. Bousfield 400.... 202 Franklin street.
 Anna E. McNeil 550.... 288 Pearl street.

NAMES.	SALARIES.	RESIDENCES.
Carrie M. Pratt.....	\$500	170 Franklin street.
Melissa A. Lavayea.....	450	304 Pearl street.
Susie A. Wilson	400	27 Fulton street.
Ella J. Merrill.....	400	114 Clinton street.
Mary E. Degnon.....	400	30 Church street.

JANITOR.

Alexander Foster	\$720
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PEARL STREET.

Mell B. Russell.....	\$700	41 State street.
Anna M. Pratt.....	600	170 Franklin street.
Emma N. Parcell	600	135 Franklin street.

JANITOR.

John Reilly.....	\$160	Washington street.
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WASHINGTON STREET.

Abbie L. O. Stone.....	\$700	205 Taylor street.
Lizzie Tewksbury.....	600	25 Root street.
Emma F. Marsh	450	237 Washington street.
Eleonora Davis	400	10 Clinton street.

JANITOR.

Mrs. Finn	\$160
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WADE AVENUE.

William Treat.....	\$800	128 Wade avenue.
Sarah A. Quirk.....	600	Brooklyn.
Ella F. Wyman.....	500	44 Clark avenue.
Mary E. Slawson.....	600	Liberty street.

JANITOR.

Mrs. P. Hoffman.....	\$160	Wade avenue.
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LIBRARIANS.

L. M. Oviatt	\$1500	88 Brownell street.
Kate M. Taylor	400	262 Prospect street.

MANUAL
OF THE
BOARD OF EDUCATION.

MANUAL OF THE BOARD.

RULES OF PROCEEDINGS.

ORGANIZATION.—On the third Tuesday after the first Monday in April, the Board, on being assembled, shall proceed to elect by ballot a President, Vice-President and Secretary.

PRESIDENT.

GENERAL DUTIES.—It shall be the duty of the President to take the chair and call the members to order, as soon after the hour appointed for a meeting as a quorum shall appear, and perform such other duties as usually devolve upon the presiding officer of a deliberative body, or as may be prescribed by the Board.

SHALL KEEP THE BOARD ADVISED AS TO SCHOOL LAWS.—He shall see that due notice is given of all the requirements of the laws enacted by the General Assembly of the State of Ohio, for the establishment and regulation of the Schools of the City of Cleveland, or in any way affecting them, and annually make report according to law.

NOTE.—See Sections V and XVI, School Law, passed April 14, 1868.

TO APPOINT STANDING COMMITTEES.—At the first meeting after his election, the President, unless otherwise directed by the Board, shall appoint the following Standing Committees: On Finance, Repairs and Supplies, School Buildings, Claims, Teachers, Salaries, Text-Books and Course of Study, Music, Boundaries, Discipline, Library, Rules and Regulations, Printing, Central High School and West High School.

SECRETARY.

RECORDS, ACCOUNTS, SUPPLIES, REPORTS, &c.—It shall be the duty of the Secretary to attend the meetings of the Board of Education, and to make a complete record of its proceedings, and index the same; to report on bill nights a list of such bills as may have been audited by the Committee on Claims, and when recommended for payment by the Board, to certify the same to the City Auditor, to file all reports and communications that are accepted by the Board; to keep safely in such place as may be directed, all books, documents and papers belonging to the School Department; to keep full and fair account of all receipts and expenditures of the School Tuition Fund, and separately of the School Construction Fund, and to report to the Board the condition of said funds, whenever required; to purchase, and, on order of the Principals of the Schools, to furnish all such supplies as may be allowed by the Board, and keep an exact account thereof with each School District; and to notify members of the Board of special meetings called according to the rules, and of changes in the time of the regular meetings.

SHALL VISIT SCHOOLS AND MAKE ANNUAL REPORT.—The Secretary shall, by frequent visits and in all other suitable ways, cultivate a practical acquaintance with the schools and teachers, and promptly present to the Board any matter requiring its attention. It shall be his duty, annually, on or before the first Monday in September, to prepare and present to the Board a detailed statement of all receipts and expenditures for school purposes, including a separate account of expenditures for each School District, for buildings, repairs, furniture, apparatus, stationery and supplies of all kinds.

He shall, in accordance with Section V of the Law for the Support and Regulation of Schools of the City of Cleveland, passed April 14, 1868, annually cause to be taken an enumeration of all the unmarried youth between five and twenty-one years of age, residing in the several Wards or School Districts of the city; and, on or before the fifteenth day of November, certify the same to the Auditor of Cuyahoga County, according to the full requirements of said law.

ABSENTEES FROM MEETINGS OF THE BOARD.—At every regular meeting, he shall report, immediately after the approval of the minutes, the name of every member who may have been absent, without leave, from four consecutive regular meetings of the Board.*

OFFICE HOURS.—He shall fix and observe, at least one hour per day, during which he shall attend to the furnishing of supplies and all other matters pertaining to the business of his office.

MEETINGS OF THE BOARD.

REGULAR MEETINGS.—The regular meetings of the Board shall be held on the first and third Monday of each month.

SPECIAL MEETINGS.—Special meetings may be held at any time on the call of the President, or of any two members of the Board, provided that due notice thereof be given to all the members. All meetings of the Board shall be open to the public, unless otherwise specially ordered.

*SCHOOL LAW, SECTION III.—The Board of Education may compel the attendance of absent members in such manner and under such penalties as it shall see fit to prescribe, and if any member absent himself from four consecutive regular meetings, unless on account of sickness or by consent of the Board, such non-attendance shall be considered a virtual resignation on his part, and the Board, on entering such fact on its minutes, shall proceed to fill such vacancy by appointment as aforesaid.

QUORUM.—A majority of all the members shall constitute a quorum.

RULES OF BUSINESS.

ORDER OF BUSINESS.—At all regular meetings after the calling of the Roll and the reading and disposal of the minutes of the previous meeting, the order of business shall be as follows:

1. Communications.
2. Business of the Districts, in the order of the Wards.
3. Reports of Committees, Standing and Special.
4. Special Orders.
5. Unfinished Business.
6. New and Miscellaneous Business.

PARLIAMENTARY RULES.—For the general transaction of business, the ordinary Parliamentary Rules shall be observed by all the members.

PRECEDENCE OF SUBSIDIARY QUESTIONS.—While a question is pending, no motion shall be received but to adjourn, to lie on the table, for the previous question, to postpone to a day certain, to commit to a standing committee, to commit to a special committee, to amend, to postpone indefinitely, which several questions shall have precedence in the order in which they are arranged.

SECRETARY TO FURNISH A LIST OF UNFINISHED BUSINESS, &c.—The Secretary shall, at every meeting of the Board, furnish to the President a list of Reports due, and of all items of unfinished business, in the order of their appearance upon the minutes.

THE PRESIDENT TO HAVE A VOTE.—The President shall have a vote upon all questions, and whenever the vote shall be a tie, the motion pending shall be considered as lost.

APPEALS.—Any one member may appeal from the decision of the chair, or call for the “ayes and noes.”

NO QUESTION TO BE RAISED A SECOND TIME, EXCEPT, &c.—No question decided by the Board shall be raised again till after the next ensuing annual election of officers, unless leave to introduce the same be first granted by a vote of a majority of all the members of the Board; but this rule shall not be construed to prevent a motion to reconsider, made at the same or the meeting next succeeding the taking of the question proposed to be reconsidered.

COMMUNICATIONS.—No communications from parties other than members or officers of the Board, shall be received, except in writing, unless by special permission of a majority of all the members.

RULES FOR ACTION IN FINANCIAL MATTERS.

AUDITING ACCOUNTS.—All accounts shall be audited by the Committee on Claims, before being acted upon by the Board; and to this end they shall be placed in the hands of the Secretary, on or before the twentieth day of each month; and the time for the action of the Board thereon, shall be the meeting next succeeding the date above named.

CONTRACTING BILLS.—No bills shall be contracted by any party except the Secretary, unless otherwise specially ordered by the Board; and no bill shall be audited by the Committee on Claims, unless certified to by the party contracting the same.

MAJORITY OF ENTIRE BOARD REQUIRED FOR APPROPRIATION OF MONEY.—No appropriation of money out of the School Fund shall be made, except on a vote of a majority of all the members of the Board.

INCREASE OF SALARIES.—The salary of no officer, teacher or janitor shall be increased, either directly or indirectly, during the year for which he or she may have been employed, except in case this Board require services other than, and in addition to, those for which the party was appointed; nor in any such case, unless the compensation for said extra service be fixed at the time of the action of the Board requiring the same.

ELECTION OF TEACHERS.

ANNUAL ELECTION.—The annual election of teachers shall be held by this Board at its last regular meeting previous to the close of the schools for the summer vacation.

CERTIFICATES FROM BOARD OF EXAMINERS TO BE REQUIRED.—No person shall be employed as a permanent teacher in any of the schools, who shall not have first passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

AMENDMENTS AND SUSPENSION OF RULES.

SUSPENDING RULES.—In cases of emergency, the rules for the regulation of the proceedings of the Board, or for the government of the Schools, may be suspended by a vote of the majority of all the members of the Board.

AMENDMENTS.—Any addition to, or amendment of, the Rules of the Board, or of the course of study pursued in the Schools, or of the regulations enacted for the government thereof, shall be presented in writing at some regular meeting, and, except proposals to exchange text-books, lie over at least two weeks from the time of its introduction, and then require a majority of all the members to pass the same. (*See next Rule.*)

CHANGE OF TEXT-BOOKS.—Any resolution proposing a change of text-books used in the Public Schools, shall be referred to the Committee on Text-Books, and shall not be finally acted upon in less than four weeks from the time of its introduction.

RULE AS AMENDED TO BE SUBSTITUTED FOR THE ORIGINAL RULE.—Whenever any one of the Rules of the Board, or the Regulations of the Schools, shall be amended, the original Rule shall be repealed, and the amended Rule put in its place.

SUPERINTENDENT.

TO BE THE EXECUTIVE OFFICER OF THE BOARD.—The Superintendent of Instruction shall be the Executive Officer of this Board, and in the performance of his duties shall be governed by the following rules:

TO SUPERVISE THE WORK OF INSTRUCTION, &c.—In conformity with the course of study and time-tables hereafter to be adopted, he shall direct, and, as far as possible, supervise the business of instruction in all the schools of this city. In so doing he shall visit the schools as often as practicable, note the means by which their defects may be obviated, and their efficiency promoted; and if, under these rules, it be not within his power to apply the necessary remedies, he shall recommend to the Board such changes in the rules, or such other measures as to him may seem desirable.

TO PREPARE BLANKS AND PRESCRIBE RULES FOR REPORTS.—He shall prepare a system of blanks for registers and reports, which shall show the duration of, and degree of regularity in, the attendance of pupils; and prescribe rules for the keeping and return of the same by the teachers. He shall inquire into and report, as far as may be, the causes of truancy and

irregularity, and suggest the remedies therefor which may to him seem feasible and proper.

INSPECT SCHOOL BUILDINGS, AND REPORT CONDITION THEREOF.

—He shall, from time to time, inspect the school buildings, furniture and apparatus, and report to this Board any defects in the same, which may be calculated to impair the health of teachers and pupils, or interfere with the efficiency of the schools.

KEEP THE BOARD ADVISED AS TO SCHOOL SYSTEMS, &c.—He shall keep himself and this Board informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools of Cleveland; and for this purpose shall effect the best possible arrangement for a permanent exchange of Reports between this and other School Boards.

TO FIX AND OBSERVE OFFICE HOURS.—He shall fix and observe at least one hour per day, out of school hours, for the business of his office, and the convenience of citizens who may have official business with him.

TO MAKE REPORTS.—Annually, as soon as possible, after the close of the schools for the summer vacation, he shall make a report of the schools, for publication with the report of the President and Secretary of the Board. In this report he shall give as particular a view as may be, of the progress and condition of each and all the schools, and recommend such general measures, as, in his judgment, may seem desirable for their improvement.

TO CALL TEACHERS' MEETINGS.—He shall meet the teachers at stated periods during term time, for the purpose of instructing

them in the theory and practice of teaching, and the best means of governing their schools.

TO FILL VACANCIES AND MAKE TEMPORARY ARRANGEMENTS.

—It shall be the duty of the Superintendent to fill all vacancies occasioned by the temporary illness or necessary absence of teachers, to make other temporary arrangements relative to the schools, which he may deem proper, and to report the same to the Board at its first subsequent meeting.

TO FIX THE TIME, MODE AND STANDARDS OF EXAMINATION.

—He shall fix the time and prescribe the mode of all examinations of pupils for promotion from class to class, and determine the conditions thereof, so that they may be equal and uniform throughout all the schools. In conducting said examinations, and in ascertaining their results, he may require the aid of such teachers as he may call upon for the purpose.

TO PERFORM OTHER DUTIES PRESCRIBED BY THE BOARD.—In addition to the above duties, he shall perform such others as may be enjoined upon him by the Board.

E R R A T A .

Page 61, in eighth line from the bottom, instead of "September, 1870," read "September, 1869."

Page 63, omit the word "scarcely," in the third line from the bottom.

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Cleveland Public Schools.

THIRTY-FOURTH ANNUAL REPORT

OF THE

Board of Education

FOR THE

SCHOOL YEAR ENDING AUG. 31, 1870.

Published by Order of the Board.

CLEVELAND:
FAIRBANKS, BENEDICT & CO., PRINTERS, HERALD OFFICE.

1871.

M. V. W.

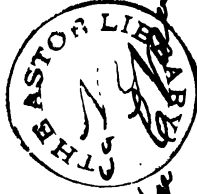
American Merchants Union Express Company.

GENERAL OFFICES.

The Reports or documents for the Car No

Serial which will show what they are doing

for School Education



Very yours
G. B. B.

Post
by G. B. B.

15 Hudson

will

Cambridge
June 24th 1871

My dear Mr. Schenck
I have greatly enjoyed the
last week's visit and
am sure you will have
much to tell me
I am very truly
yours

ORGANIZATION OF THE BOARD OF EDUCATION
FOR 1870--71.

Officers of the Board.

PRESIDENT:

EDWIN R. PERKINS.

VICE PRESIDENT:

A. K. SPENCER.

SECRETARY:

MOSES G. WATTERSON.

SUPERINTENDENT OF INSTRUCTION:

ANDREW J. RICKOFF.

Members of the Board of Education.

1870--71.

FIRST WARD,	-	-	-	-	-	CHARLES W. HEARD.
SECOND WARD,	-	-	-	-	-	A. K. SPENCER.
THIRD WARD,	-	-	-	-	-	JAMES W. CARSON.
FOURTH WARD,	-	-	-	-	-	EDWIN R. PERKINS.
FIFTH WARD,	-	-	-	-	-	JOHN O'LAUGHLIN.
SIXTH WARD,	-	-	-	-	-	MOSES G. WATTERSON.
SEVENTH WARD,	-	-	-	-	-	W. C. B. RICHARDSON.
EIGHTH WARD,	-	-	-	-	-	WILLIAM DUGAN.
NINTH WARD,	-	-	-	-	-	MARCUS A. HANNA.
TENTH WARD,	-	-	-	-	-	E. R. FELTON.
ELEVENTH WARD,	-	-	-	-	-	JAMES F. ARMSTRONG.
TWELFTH WARD,	-	-	-	-	-	FREDRICK DALTON.
THIRTEENTH WARD,	-	-	-	-	-	ALBERT G. HART.
FOURTEENTH WARD,	-	-	-	-	-	E. H. BOHM.
FIFTEENTH WARD,	-	-	-	-	-	L. C. PRATT.

Standing Committees.

1870-'71.

Finance.—SPENCER, FELTON, CARSON.

Repairs and Supplies.—RICHARDSON, WATTERSON, O'LAUGHLIN.

Buildings.—HEARD, DUGAN, PRATT.

Claims.—ARMSTRONG, RICHARDSON, DALTON.

Teachers.—WATTERSON, ARMSTRONG, FELTON.

Salaries.—FELTON, SPENCER, HEARD.

Text Books and Course of Study.—PRATT, HART, ARMSTRONG.

Music.—HART, CARSON, HANNA.

Boundaries.—DALTON, RICHARDSON, BOHM.

Discipline.—DUGAN, PRATT, HANNA.

Library.—CARSON, HART, SPENCER.

Rules and Regulations.—BOHM, O'LAUGHLIN, DALTON.

Printing.—O'LAUGHLIN, BOHM, WATTERSON.

Central High School.—HEARD, WATTERSON, HART.

West High School.—HANNA, SPENCER, DUGAN.

Public Library.

COMMITTEE ON LIBRARY.

JAMES W. CARSON.

A. G. HART, M. D.

A. K. SPENCER.

L. M. OVIATT, *Librarian.*

KATE M. TAYLOR, *Assistant.*

Board of Examiners of Teachers.

EDWIN R. PERKINS, *President.*

LEWIS W. FORD, *Secretary.*

ANDREW J. RICKOFF.

PRESIDENT'S REPORT.

REPORT OF THE PRESIDENT.

The Board of Education, for the City of Cleveland, herewith submits its thirty-fourth Annual Report, being for the school year ending August 31, 1870.

The receipts and expenditures for the year, on account of the Tuition Fund, were as follows:

RECEIPTS.

Balance on hand August 31, 1869.....	\$ 27,403 93
First installment of Taxes 1869, received March, 1870.....	107,602 82
Second installment of Taxes for 1869, received August, 1870.....	76,393 90
Tuition of Non-Resident Pupils.....	214 80
Proceeds of sale of old fence, shed, &c ,.....	109 78
TOTAL.....	\$211,725 23

EXPENDITURES.

Salaries of Officers of the Board.....	\$ 2,150 00
Salaries of Superintendent and Teachers*.....	123,340 83
Salaries of Librarian and Assistant.....	1,988 32
Salaries of Janitors.....	8,517 75
Fuel	9,374 24
Repairs	7,439 16
Supplies.....	2,932 12
Furniture	1,505 30
Heating Fixtures.....	719 12
Insurance	2,660 05
Rent and Taxes.....	2,834 14
Carried forward.....	\$163,461 03

* This includes \$1,000 paid Teachers of Industrial School, the attendance upon which is not included in the statements of school attendance.

Report of the President.

Brought forward.....	\$163,461 03
Census	515 70
Gas	190 88
Normal Institute.....	532 50
Board of Examiners.....	250 00
Printing and Advertising.....	1,100 50
Paid Janitors for labor in vacation.....	611 75
Interest on Temporary Loans.....	1,861 25
Miscellaneous Expenses.....	870 53
Balance on hand August 31, 1870.....	<u>42,331 09</u>
TOTAL.....	\$211,725 23

From the foregoing statement it will be seen that the total expenditures for the year were \$169,394.14, being an increase over the preceding year of \$9,755.12, or 6.1 per cent., while the increase in the number of teachers employed is 6.5 per cent., and in the number of pupils registered 10.2 per cent. In the expenditure of this large sum of money, the Board has sought to observe as strict economy as possible. For a more detailed exhibit of the receipts and expenditures of the year, reference is made to the accompanying financial report of the Secretary.

At the commencement of the year the new buildings in the Second, Fifth and Eleventh Wards were ready for occupancy. Of the general style, convenience and architectural beauty of these buildings, nothing additional to what may be found in former reports of the Board need be said. Of their necessity there is no longer any question among intelligent men, and it is to be hoped that for many years they will furnish all the school accommodations that may be required in their respective localities. The addition to the Mayflower Street building was completed in season to be ready for occupancy at the commencement of the Spring Term. During the year a lot was purchased in the Eighth Ward, fronting upon Detroit street, upon which a large and commodious school building is now in

process of erection, which will be ready for occupancy at the commencement of the Fall Term of the ensuing year. This building is two-thirds the size of the other new buildings, and will accommodate about six hundred pupils. A new building is very much needed to accommodate the children in the Twelfth and Thirteenth Wards, nor can its construction be much longer delayed. The School Census, recently taken, indicates that the population of our city was never increasing so rapidly as now—while the various commercial and manufacturing statistics afford abundant evidence of her material prosperity. Nor was the necessity ever more urgent that ample provision should be made for the education of her children. Taxes for this purpose have never been paid grudgingly. All that is demanded, is that the money raised by taxation be wisely and economically expended. And, with a view to the attainment of this end, every citizen ought carefully to scrutinize all expenditures of the public moneys, holding to as rigid responsibility public officers as he would agents charged with transacting his own private business.

The receipts and expenditures on account of the Construction Fund are as follows :

RECEIPTS.

Balance on hand September 1, 1869.....	\$34,435 03
Bonds Issued.....	115,000 00
Proceeds of sales of old Buildings.....	626 92
TOTAL RECEIPTS.....	\$150,061 95

EXPENDITURES.

Sites for School Houses.....	\$15,274 52
Building	66,561 14
Additional Smoke-stacks for three buildings.....	4,191 58
Heating Fixtures.....	13,964 52
Furniture.....	12,281 46
Wardrobes.....	1,707 95
Carried forward.....	\$113,961 17

Report of the President.

Brought forward.....	\$113,981 17
Slating Blackboards.....	1,074 74
Sewerage and Plumbing.....	1,397 43
Grading Lots.....	916 86
Building Outhouses.....	795 20
Iron Fencing.....	4,306 87
Flagging.....	4,050 87
Lightning Rods.....	988 60
Trees.....	86 00
Miscellaneous.....	6,478 89
Balance on hand August 31, 1870.....	15,985 32
TOTAL	\$150,061 95

We are gratified to report that the interest in the Public Library continues unabated. The number of patrons is constantly increasing, as new volumes are added to its shelves. The selection of books has required great care and the exercise of good judgment. Too great praise cannot be awarded to the Library Committee, and especially to the Librarian, for the manner in which they have discharged the duty of making these selections. The character of the books purchased is such as to make the Library of permanent value to the mechanic, the man of business and the scholar. It has been the policy of the Board to purchase, of the current literature of the day, only such books as shall possess a permanent interest; and the Librarian has striven to give direction to the reading of the young and inexperienced. Works of history, biography, travel, &c., are read more generally, therefore, than is the case with most circulating libraries. The number of different persons drawing books, from the opening of the Library, Feb'y 18, 1869, to Aug. 31st, 1870, is 5,678. The whole number of books drawn is 94,702. The average number of books drawn daily is 220. From this summary it will be seen how generally the Library is being patronized. If we were to institute a comparison between Cleveland and other

cities having free libraries, it is believed the comparison would be altogether in favor of Cleveland. After an experience of two years, we think we can confidently claim that our Library is a great success. Not a few were apprehensive when it was opened, that the books would soon be scattered and lost. The facts in the case have surprised all connected with it. The number of books lost since the Library was opened is 110, valued at \$80.* It is doubtful whether any Public Library in the country can boast of better results. For a detailed statement of the present condition of the Library, and of the results accomplished by it, reference is made to the Report of Librarian.

The following is a statement of the receipts and expenditures for the year on account of the Library Fund :

RECEIPTS.

Balance on hand September 1, 1869.....	\$1,833 53
First installment of Taxes 1869, received March, 1870..	2,118 84
Second installment of Taxes received August, 1870....	1,427 05
Fines collected.....	543 35
TOTAL.....	\$5,922 77

EXPENDITURES.

Paid for Books and Binding.....	\$2,291 52
Balance on hand September 1, 1870.....	3,631 25
TOTAL.....	\$5,922 77

The year has been one of unusual prosperity. In all grades the progress has been most gratifying. The work of supervision has been much more perfect than ever before, and its influence upon the work, both of teachers and pupils, it would be difficult to overestimate. One of the most gratifying of the results of the year is the entire success of the experiment made of committing

* Several of these missing books have been returned since September 1, 1870.

the care of the A Grammar grades to ladies. So uniformly well prepared classes have never before been admitted to our High Schools since their organization.

This result is due mainly, without doubt, to the better classification of these grades, by so far reducing the number of classes as to give each teacher but one class, thus allowing her to bestow all her time and labor to the work of that class. Many other cities have been closely observing the result of our experiment, and several of them, satisfied of its merits, have adopted similar measures, while others are inquiring whether their school systems may not be materially improved by a like reorganization.

The next most marked feature in the work of the year is the establishment of German-English schools. The Superintendent, in his report published herewith, so fully explains their working, together with the difficulties and embarrassments attending their organization, that it is unnecessary to do more than to call attention to his discussion of this subject. The Board feels that our city has been exceedingly fortunate in having these schools organized under the supervision of one, who had large experience in the practical management of similar schools in another city. To his admirable tact and good judgment, we are mainly indebted for the successful inauguration of this now necessary feature in our common school system.

In our last report a comparison was instituted between the cost of tuition in Cleveland and other cities with whose school systems we should be willing to compare our own. This comparison was largely in favor of Cleveland. The following table shows that we are still running our schools more economically than any of the larger cities from whose reports we have been able to gain sufficient data upon which to base a comparison:

AVERAGE COST OF INSTRUCTION.

Cities.	Average Number Belonging.	Amount Paid for Tuition.	Cost of Instruction per Scholar.
Boston.....	33,535	\$ 719,628 04	\$21 45
New York.....	86,783	1,792,369 28	20 65
Cincinnati	20,023	363,500 33	18 15
Chicago.....	25,754	414,655 70	16 10
St. Louis.....	15,282	249,084 55	16 31
Cleveland	8,384	122,340 83	14 59

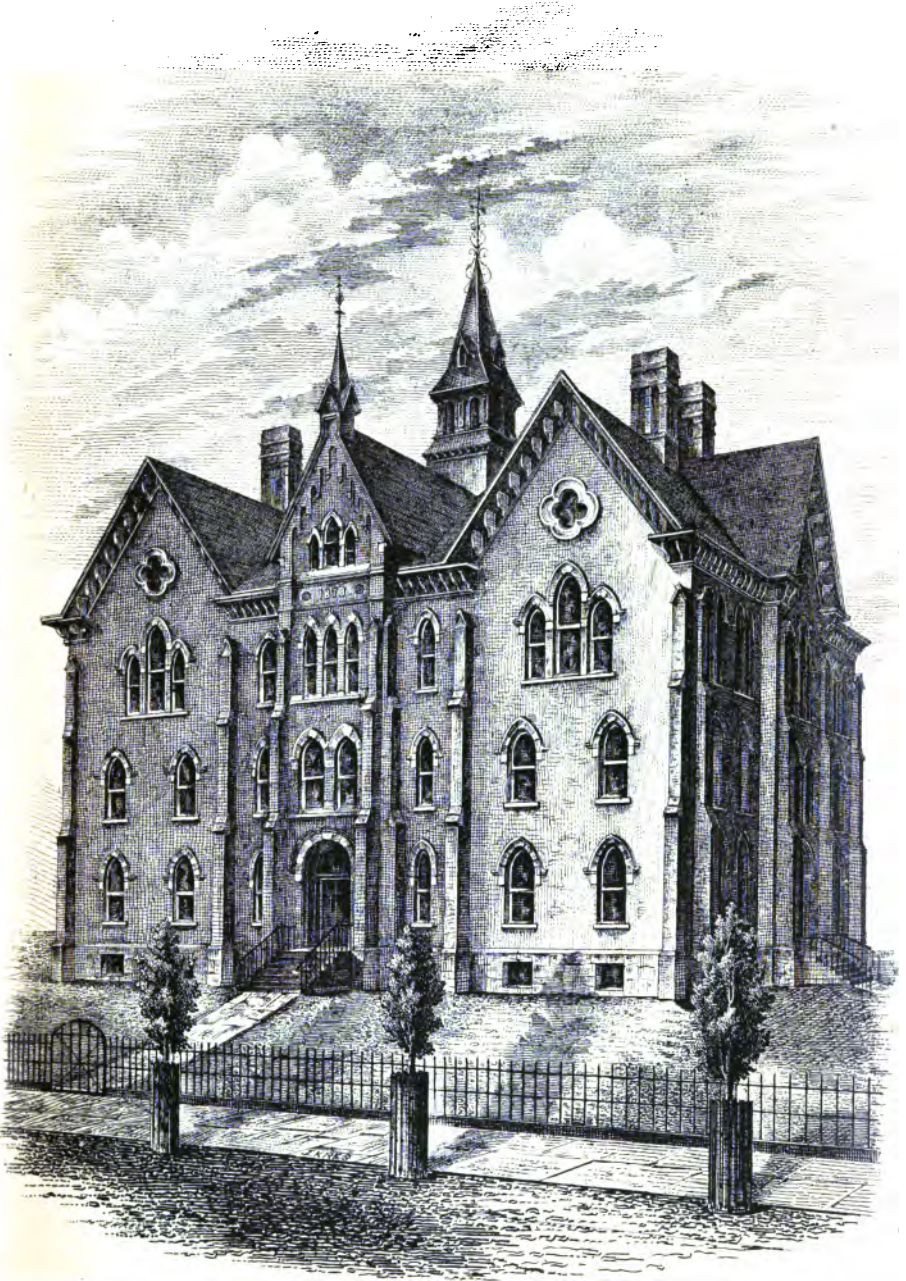
With the exception of Boston, the cost of instruction per scholar has been largely increased in each of the above-named cities, while in Cleveland there has been a decrease of fifteen cents per scholar.

The report of the Superintendent is a document so full of interest, both in its statements and reflections, that no one who desires to be fully informed of the manner in which our schools are managed will fail to give it a careful perusal. To the instructive lessons derived from the statistical tables, which he has prepared with so much care, attention is specially called. Our schools are deservedly objects of pride. In the effort to make them more effective instruments of usefulness, the co-operation of every citizen is earnestly invoked. They appeal alike to the rich and poor for sympathy and support. There is no station in life so humble and none so exalted as not to share in their beneficence. At the last High School Commencement, from the same platform, were graduated the daughter of His Honor the Mayor and the children of laboring men. They were equally well deserving the honor; and the presence of the vast audience which witnessed the exercises on that occasion afforded gratifying proof of the high estimation in which our High Schools, which have always ranked among the best, are held by the

entire community. Let us continue, then, to cherish our Public Schools. In their management let us be careful to exclude everything that may furnish reasonable ground of offense to any religious sect or political party, for they are the choicest legacy we have received from our fathers, and the most valuable inheritance we shall be able to leave to our children.

For the Board of Education,

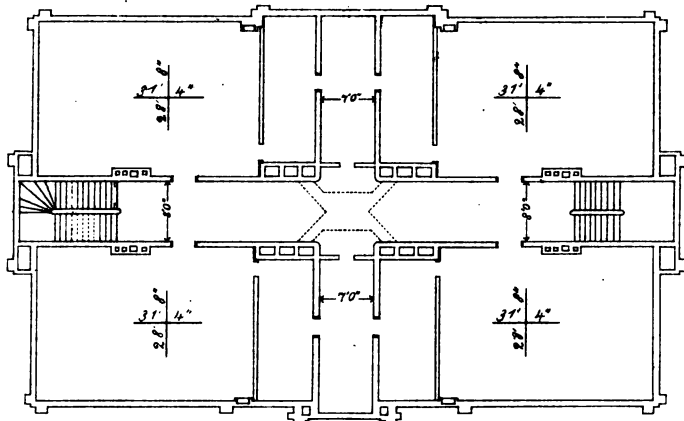
E. R. PERKINS, *President.*



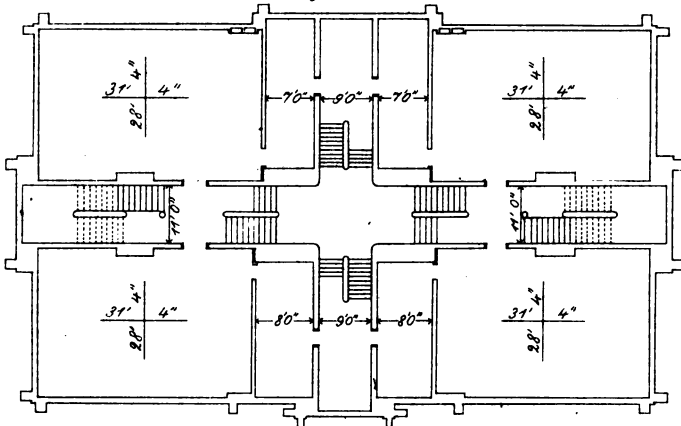
WASHINGTON SCHOOL

Sanford & Jinywura.

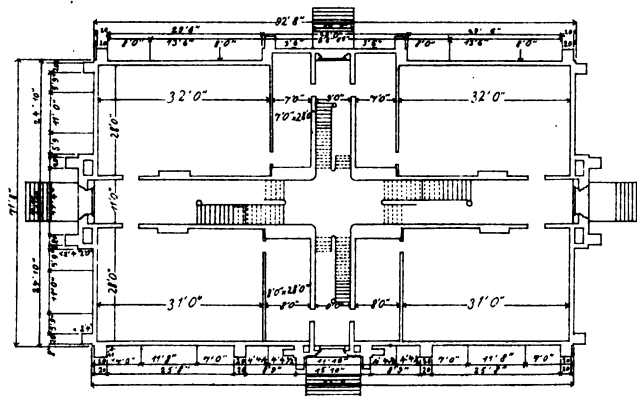
Corner Detroit & St. Paul Sts.



Plan of Third Floor.



Plan of Second Floor.



Plan of First Floor.

SECRETARY'S FINANCIAL REPORT.

SECRETARY'S FINANCIAL REPORT.

To the Honorable, the Board of Education :

GENTLEMEN:—A statement in detail of the Receipts and Expenditures of the School, the School Construction, and the Library Funds, for the year ending August 31, 1870, is herewith respectfully submitted :

SCHOOL FUND.

RECEIPTS.

Balance on hand, August 31, 1869	\$ 27,403 93
First Installment of Taxes for 1869, received February, 1870—	
City levy	\$84,753 40
State “	22,849 42
	————— 107,602 82
Second Installment of Taxes for 1869, received August, 1870—	
City levy	\$57,081 28
State “	19,312 62
	————— 76,393 90
Tuition of non-resident pupils	214 80
Proceeds of sale of old fence, shed, &c.	109 78
	————— \$211,725 23

EXPENDITURES.

Salaries of Superintendent and Teachers	\$122,340 83
Tuition in Industrial School, (attendance not included in Tables,).....	1,000 00
Salaries of Officers of the Board.....	2,150 00
Salaries of Librarian and Assistants.....	1,988 32
Salaries of Janitors.....	8,517 75
Fuel.....	9,374 24
Repairs.....	7,439 16
Supplies.....	2,932 12
Furniture.....	1,505 30
Heating Fixtures.....	719 12
Insurance.....	2,660 05
Rent and Taxes.....	2,834 14
Census.....	515 70
Gas.....	190 88
Normal Institute.....	532 50
Board of Examiners.....	250 00
Printing and Advertising.....	1,100 50
Paid Janitors for labor in vacation	611 75
Interest on Temporary Loans.....	1,861 25
Miscellaneous.....	870 53
	<hr/> \$169,394 14
Balance on hand, August 31, 1870.....	42,331 09
	<hr/> <u><u>\$211,725 23</u></u>

Secretary's Financial Report.

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DETAILED STATEMENT OF EXPENDITURES.

Central High School:

Tuition	\$ 9,116 00	
Janitor.....	422 00	
Fuel.....	657 71	
Repairs.....	325 98	
Supplies.....	189 28	
Furniture.....	255 20	
Heating Fixtures	19 50	
Insurance.....	190 23	
Gas	53 69	
Taxes (special)	14 56	
	<hr/>	\$ 11,244 15

West High School:

Tuition	\$ 3,859 98	
Janitor.....	396 00	
Fuel	258 68	
Repairs.....	222 98	
Supplies.....	126 56	
Furniture.....	134 28	
Heating Fixtures	15 81	
Insurance.....	134 00	
Gas	21 36	
	<hr/>	5,169 65

Rockwell Street School:

Tuition	\$11,990 20	
Janitor	881 75	
Fuel	789 76	
Repairs	423 47	
Supplies	284 65	
Furniture and Apparatus.....	152 75	
Heating Fixtures	70 08	
Insurance.....	230 63	
Rent and Taxes.....	489 33	
Census.....	62 57	
	<hr/>	15,375 19

*Secretary's Financial Report.**Brownell Street School:*

Tuition...	\$12,931 75	
Janitor.....	796 75	
Fuel	1,286 96	
Repairs	653 75	
Supplies.....	273 44	
Furniture.....	178 29	
Heating Fixtures.....	83 70	
Insurance.....	225 00	
Rent and Taxes.....	262 50	
Census.....	59 75	
	<hr/>	\$ 16,751 89

Eagle Street School:

Tuition	\$ 5,882 00	
Janitor.....	420 00	
Fuel	668 09	
Repairs	442 85	
Supplies....	196 36	
Furniture.....	102 90	
Heating Fixtures.....	23 25	
Insurance (including Prospect).....	189 68	
Taxes (for Prospect)	6 50	
Census.....	33 46	
	<hr/>	7,965 09

St. Clair Street School:

Tuition	\$ 9,779 80	
Janitor.....	825 00	
Fuel	564 00	
Repairs	713 05	
Supplies.....	266 02	
Furniture	42 63	
Heating Fixtures	98 63	
Insurance (including Alabama)	276 39	
Taxes.....	330 00	
Census.....	62 71	
	<hr/>	12,958 23

Secretary's Financial Report.

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Case Avenue School:

Tuition	\$ 3,625 75	
Janitor.....	252 00	
Fuel	147 55	
Repairs	92 23	
Supplies.....	74 65	
Furniture.....	14 00	
Heating Fixtures	10 50	
Insurance	40 00	
Census.....	16 95	
	<hr/>	\$ 4,273 63

Sterling Avenue School:

Tuition.....	\$11,360 00	
Janitor.....	825 00	
Fuel.....	1,253 12	
Repairs.....	642 58	
Supplies.....	223 26	
Furniture.....	55 95	
Heating Fixtures	114 50	
Insurance.....	221 50	
Gas.....	29 80	
Taxes.....	17 25	
Census.....	43 75	
	<hr/>	14,786 75

Mayflower Street School:

Tuition	\$ 8,366 00	
Janitor	628 00	
Fuel	731 62	
Repairs	1,128 90	
Supplies.....	214 50	
Furniture.....	93 26	
Heating Fixtures	92 88	
Insurance (including Perry)	251 96	
Rent.....	560 00	
Census.....	45 00	
	<hr/>	12,112 12

Wilson Avenue School:

Tuition	\$ 3,430 00	
Janitor	252 00	
Fuel.....	140 25	
Repairs.....	192 12	
Supplies	62 36	
Furniture.....	60 70	
Heating Fixtures	48 50	
Insurance.....	43 50	
Census.....	14 00	
	<hr/>	\$ 4,273 43

Warren Street School:

Tuition	\$ 1,829 00	
Janitor	126 00	
Fuel.....	189 38	
Repairs.....	122 85	
Supplies	80 95	
Furniture.....	8 65	
Heating Fixtures	16 00	
Insurance.....	39 50	
Census.....	11 35	
	<hr/>	2,423 68

Hicks Street School:

Tuition.....	\$ 5,230 30	
Janitor	378 00	
Fuel	274 37	
Repairs.....	366 81	
Supplies	105 12	
Furniture.....	35 89	
Heating Fixtures	12 20	
Insurance.....	118 50	
Census.....	19 40	
	<hr/>	6,540 62

Secretary's Financial Report.

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Kentucky Street School:

Tuition	\$ 8,963 75
Janitor	520 00
Fuel.....	1,154 57
Repairs.....	329 52
Supplies	119 48
Furniture.....	29 40
Heating Fixtures	21 28
Insurance.....	186 74
Census.....	28 30
	<hr/> \$ 11,353 04

Pearl Street School:

Tuition	\$ 1,960 00
Janitor.....	179 00
Fuel.....	147 50
Repairs	237 06
Supplies.....	71 10
Furniture.....	9 18
Heating Fixtures	6 53
Insurance.....	49 00
Census.....	15 20
	<hr/> 2,674 57

Washington Street School:

Tuition	\$ 2,345 00
Janitor.....	168 00
Fuel	82 30
Repairs	240 00
Supplies.....	76 25
Furniture	5 70
Heating Fixtures.....	8 20
Insurance	25 68
Census	17 35
	<hr/> 2,968 48

Orchard Street School :

Tuition	\$ 6,247 00	
Janitor.....	722 00	
Fuel	645 13	
Repairs (includ. new fence and privy vaults)	680 33	
Supplies.....	254 63	
Furniture	33 90	
Heating Fixtures.....	51 56	
Insurance	253 40	
Rent	20 00	
Census	45 56	
	<hr/>	\$ 8,953 51

Wade Avenue School :

Tuition	\$ 2,755 00	
Janitor.....	186 50	
Fuel	95 55	
Repairs	160 31	
Supplies.....	62 17	
Furniture	31 35	
Heating Fixtures....	10 50	
Insurance	40 54	
Rent	50 00	
Census	12 80	
	<hr/>	3,404 72

University Heights School :

Tuition	\$ 5,046 50	
Janitor.....	372 00	
Fuel	236 25	
Repairs	444 64	
Supplies.....	130 31	
Furniture	46 27	
Heating Fixtures.....	15 50	
Insurance ..	33 90	
Rent	484 00	
Census.....	27 55	
	<hr/>	6,836 92

Secretary's Financial Report.

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Library and Board Rooms :

Janitor.....	\$ 167 75	
Fuel	51 45	
Repairs	19 70	
Supplies.....	121 00	
Furniture (including book-cases).....	215 00	
Insurance	109 90	
Rent.....	600 00	
Gas	86 03	
	<hr/>	\$ 1,370 83

Industrial School :

Tuition.....	1,000 00
--------------	----------

Special Teachers :

Music	\$ 1,800 00	
Penmanship.....	1,792 80	
	<hr/>	3,592 80

Officers of the Board of Instruction :

Superintendent of Instruction.....	\$ 4,000 00	
Secretary.....	800 00	
Superintendent of Building.....	1,350 00	
Librarian	1,625 00	
Assistant Librarian.....	363 32	
	<hr/>	8,138 32

Miscellaneous Expenses :

Normal Institute.....	\$ 532 50	
Board of Examiners.....	250 00	
Cartage of Furniture, &c.....	274 00	
Commencement Expenses.....	187 68	
Grading and Sodding School Lots.....	80 35	
Trees for School Lots.....	66 00	
Carried forward.....	<hr/>	1,390 53

Secretary's Financial Report.

Brought forward.....	\$ 1,390 53
Incidental Office Expenses, Postage, Tele- graphing, &c.....	123 00
Taking care of Coal.....	26 00
Printing and Advertising (inc. Annual Rep't)	1,100 50
Tuning Pianos.....	45 50
Night Watch.....	38 00
Paid for labor on school houses and grounds in vacation.....	611 75
Tuition refunded Non-Residents.....	30 00
Interest on temporary loans.....	1,861 25
	<hr/> \$ 5,226 53

CLASSIFICATION OF EXPENDITURES FROM TUITION FUND.

Salaries of Teachers (including Special).....	\$118,340 83
Janitors.....	8,517 75
Fuel	9,374 24
Repairs	7,439 16
Supplies.....	2,932 12
Furniture	1,505 30
Heating Fixtures.....	719 12
Insurance	2,660 05
Rent and Special Taxes.....	2,834 14
Census	515 70
Gas	190 88
Industrial School, Salary of Teacher.....	1,000 00
Officers of the Board of Education.....	8,138 32
Miscellaneous	5,226 53
	<hr/> \$ 169,394 14

CONSTRUCTION FUND.

RECEIPTS.

Balance on hand, September 1, 1869	\$ 34,435 03
Bonds Issued.....	115,000 00
Proceeds of sales of old buildings, &c.,.....	626 92
	—————\$150,061 95

DISBURSEMENTS.

Rockwell Street School:

Building	\$ 19,050 23
Heating Fixtures	1,829 53
Furniture.....	4,381 17
Flagging Walks.....	1,420 24
Additional Smoke Stack.....	1,457 99
Slating Boards.....	406 29
Lightning Rods.....	297 70
Trees.....	46 50
Wardrobes.....	975 72
Fence.....	1,902 25
Soldering and Gas.....	184 14
Sewers and Plumbing.....	760 69
	—————\$ 32,712 45

St. Clair Street School:

Building	\$ 3,624 50
Heating Fixtures	1,504 18
Furniture	5,009 17
Flagging.....	1,005 59
Additional Smoke Stack.....	1,378 44
Fence.....	1,465 12
Soldering and Gas.....	332 63
Sewers.....	80 14
Lightning Rods.....	321 00
Trees	39 50
	————— 10,260 27

Orchard Street School:

Building	\$ 18,150 20	
Heating Fixtures	3,317 53	
Furniture	4,381 17	
Flagging.....	751 92	
Additional Smoke Stack.....	1,355 15	
Fence.....	939 50	
Grading and Sodding.....	400 09	
Lightning Rods.....	297 70	
Blackboards.....	405 09	
Wardrobes	732 23	
Privy	795 20	
		<hr/> \$ 31,525 78

Mayflower Street School:

Building	\$ 19,947 41	
Heating Fixtures (inc. new flue, old part) ..	7,313 28	
Furniture	2,982 35	
Sewers.....	48 65	
Blackboards.....	213 36	
		<hr/> 30,505 05

Sterling Avenue School:

Building	\$ 911 00	
Furniture	27 60	
Sewerage and Plumbing.....	460 45	
Blackboards.....	50 00	
		<hr/> 1,449 05

Warren Street School:

Lightning Rods.....	72 20	
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Kentucky Street School:

Flagging.....	\$ 873 12	
Balance on Lot.....	4,274 52	
		<hr/> 5,147 64

Washington Street School :

Building	\$ 4,528 00	
Lot	11,000 00	
		<hr/> \$ 15,528 00

Eagle Street School :

Building (including privy)	\$ 349 80	
Sewers	47 50	
		<hr/> 397 30

Miscellaneous :

Printing Bonds	\$ 65 00	
Advertising	15 00	
Discount on Bonds.....	6,398 89	
		<hr/> \$ 6,478 89

CLASSIFICATION OF EXPENDITURES.

Sites for School Houses.....	\$ 15,274 52	
Building	66,561 14	
Smoke Stacks for three buildings.....	4,191 58	
Heating Fixtures.....	13,964 52	
Furniture	12,281 46	
Wardrobes	1,707 95	
Slating Blackboards.....	1,074 74	
Sewerage and Plumbing.....	1,397 43	
Grading Lots.....	916 86	
Building Outhouses.....	795 20	
Iron Fencing.....	4,306 87	
Flagging.....	4,050 87	
Lightning Rods.....	988 60	
Trees	86 00	
Miscellaneous	6,478 89	
		<hr/> \$134,076 63
Balance on hand, August 31, 1870.....		15,985 32
		<hr/> \$150,061 95

LIBRARY FUND.

RECEIPTS.

Balance on hand.....	\$ 1,833 53
First installment of taxes for 1869, rec'd Feb., 1870,	2,118 84
Proceeds of Fines.....	543 35
Second installment of taxes for 1869, rec'd Aug., '70,	1,427 05
	<hr/> \$ 5,922 77

EXPENDITURES.

Books and Binding.....	2,291 52
Balance on hand, August 31, 1870.....	\$ 3,631 25

TOTAL RECEIPTS AND EXPENDITURES.

RECEIPTS.

School Fund.....	\$211,725 23
Construction Fund.....	150,061 95
Library Fund.....	5,922 77
	<hr/> \$367,709 95

EXPENDITURES.

From School Fund.....	\$169,394 14
From Construction Fund.....	134,076 63
From Library Fund.....	2,291 52
	<hr/> \$305,762 29
Balance on hand, September 1, 1870	61,947 66
Total.....	<hr/> \$367,709 95

SUPERINTENDENT'S REPORT.

SUPERINTENDENT'S REPORT.

To the BOARD OF EDUCATION

of the City of Cleveland:

According to the rules of your Honorable Board, I have the honor to submit, as follows, my third Annual Report of the condition of the Public Schools under your control.

Appended to the Report are statistical tables, showing, for each school—

1. The average number of teachers employed, the total enrollment of pupils, the average number belonging, and average daily attendance, together with the cost of instruction.
2. The length of time for which pupils were registered as members of the schools.
3. The degree of regularity and irregularity in attendance.
4. The number registered at the several ages.
5. The number registered in the several Grammar Classes—the last four years of the Course.
6. The number registered in the several Primary Classes—the first four years of the Course.

7. The average age of pupils registered in the several Grammar and Primary Classes.

8. The average number of pupils belonging to school for each month of the school year.

9. The average daily attendance for each month.

10. The number of white and colored youth enumerated in the several wards, at each age from five to twenty, inclusive.

11. The number of youth attending the Public, Private and Church Schools respectively, and the number not attending any school.

SUMMARIES.

I wish to direct special attention to the following summaries and comparisons, derived from the tables above named and corresponding tables to be found in my first and second Annual Reports:

I. ENUMERATION OF YOUTH.

	1868.	1869.	1870.
Enumeration	25,823	27,524	32,157
Gain over the preceding year		1,701	4,633
Gain per cent.....		6.5	14.4

II. ATTENDANCE.

	1867-8.	1868-9.	1869-70.
Number of pupils registered	10,154	11,151	12,275
Gain.....		997	1,124
Average number belonging.....	7,060	7,695	8,384
Gain.....		635	689
Average daily attendance.....	6,623	7,222	7,765
Gain.....		599	543

III. TEACHERS.

Average number of Teachers employed—

	1867-8.	1868-9.	1869-70.
Males.....	17	14	5
Loss.....		3	9
Females.....	139	148	164
Gain.....		9	16
Special Teachers—Males—Music.....	1	...	1
Penmanship...	1	1	1
Females—German....	1	1	1
Drawing....	...	...	1
Principals of districts.....	...	...	4
Average number of Teachers—Total..	159	164	177

	1867-8.	1868-9.	1869-70.
Average daily attendance per regular teacher,	42.5	44.7	45.9
Gain over the preceding year.....		2.2	1.2

IV. TIME IN SCHOOL.

Of the whole number registered, the number who were in school—

	1868-9.		1869-70.	
	Number.	Per Cent.	Number.	Per Cent.
Less than two months, was.....	1,240	11.1	1,430	11.7
Two months and less than four....	1,830	16.4	2,180	17.8
Total less than four.....	3,070	27.5	3,610	29.5
Four and less than six.....	1,161	10.4	1,156	9.4
Total less than six....	4,231	37.9	4,766	38.9
Six and less than eight.....	1,307	11.7	1,477	12.
Total less than eight....	5,538	49.6	6,243	50.9
Eight and less than ten.....	2,043	18.3	2,664	21.7
Total less than ten.....	7,581	67.9	8,907	72.6
Ten months, or the entire year....	3,570	32.1	3,368	27.4
Total enrollment.....	11,151		12,275	

V. DEGREE OF REGULARITY.

Of the whole number registered, the number absent—

	1868-9.		1869-70.	
	Number.	Per Cent.	Number.	Per Cent.
More than three days per week, was.....			83....	.7
Two and less than three days.....			163....	1.3
Total two or more.....	80....	.8	246....	2.
One and less than two.....	566....	5.2	778....	6.3
Total one or more.....	646....	6.	1,024....	8.3
One-half and less than one.....	1,899....	17.4	2,045....	16.7
Total one-half or more.....	2,545....	23.4	3,069....	25.
Sometimes absent, but less than one-half day per week..			8,190....	66.7
Never absent.....			1,016....	8.3
Total enrollment.....			12,275	

The greatest regularity of attendance is not always found in the districts in which, from their small size and compactness, it might be expected. It is altogether probable that the difference is in favor of those in which the teachers take greatest pains to have all their pupils at school every day. I have noticed that where the printed form of notice of absence is plied most freely, there is generally the smallest percentage. The schools are arranged below in the order of their excellence in this particular:

	Per Cent. of Absence.		Per Cent. of Absence.
Mayflower Street....	4.4	Case Avenue.....	6.5
Brownell Street.....	5.	Rockwell Street....	6.8
Hicks Street.....	5.6	St. Clair Street.....	7.3
Sterling Avenue.....	5.7	University Heights..	7.8
Washington Street ..	5.9	Peach Street	8.
Kentucky Street	6.1	Pearl Street.....	9.2
Wilson Avenue	6.1	Warren Street.....	9.7
Eagle Street	6.1		

VI. CLASSIFICATION.

In the spring of 1868, a detailed course of study was adopted for the four lower grades of the schools, called Primary Classes; during the succeeding summer one was prescribed for the four higher, or the Grammar Classes. Both went into effect in the fall. The success of the first year, 1868-9, was, of course, but partial. It took the entire year for principals and teachers to learn the requirements of the course and bring their classes, approximately, to the standard. The relative size of the classes, as shown in the statistics of that year, is not, therefore, the same that it assumed the year for which this report is made. I submit the abstracts of the two years for such comparisons as may be safely predicated upon them.

The following summary shows the number of pupils registered in each class of the Grammar and Primary Schools for the two years, the number remaining therein at the close of the year, and the percentage which the number remaining in each was of the whole number remaining in all the classes:

Grammar Classes—

	1868-9.			1869-70.		
	Registered.	Remaining.	Per Cent.	Registered.	Remaining.	Per Cent.
A Class.....	201.....	128.....	1.6	182.....	118.....	1.4
B "	283.....	192.....	2.7	404.....	265.....	3.2
C "	491.....	389.....	5.4	742.....	498.....	6.
D "	1,491.....	926.....	12.8	1,389.....	896.....	10.8
Total.....	2,466.....	1,635.....	22.5	2,717.....	1,777.....	21.4

Primary Classes—

A Class.....	1,700.....	1,151.....	15.9	1,756.....	1,203.....	14.5
B "	1,678.....	1,124.....	15.5	1,661.....	1,153.....	13.9
C "	1,657.....	1,110.....	15.3	1,598.....	1,065.....	12.9
D "	3,401.....	223.....	30.8	4,291.....	3,088.....	37.3
Total.....	8,436.....	5,608.....	77.5	9,306.....	6,509.....	78.6

As was expected, when the work of classification was entered upon, and the standard of promotion was raised, the apparent size of the higher classes has been somewhat reduced. This falling away, however, will be succeeded by a gradual gain, until the classes are all worked up to their best capacity.

The following summary of the monthly reports of the year 1869-70, showing the fluctuations in size of the several classes from month to month, ought to receive the most careful attention at the time of the organization of the schools every year. It shows that the higher classes may be well filled at the beginning of the year, with confidence that they will rapidly decline in number after the lapse of the first month or two.

Abstract from the Monthly Reports of Schools, showing the Number Registered in the respective Classes each School Month of the Year.

Month ending—	A	B	C	D	A	B	C	D	Total.
October 1	....164*	..837*	..629*	..1,170*	1,286	..1,193	..1,110	..2,070†	7,959
October 29	...161	..334	..619	..1,075	1,330	..1,233	..975†	..2,181	7,858
November 26	..161	..315	..616	..1,076	1,305	..1,247	..1,094	..2,214	8,028
December 24	..149	..306	..590	..1,000	1,260	..1,179	..1,035	..2,113	7,632†
January 28	...146	..318	..609	..1,088	1,340*	..1,261*	..1,180*	..2,223	8,145
February 25	...140	..314	..601	..1,047	1,325	..1,239	..1,148	..2,315	8,130
March 25	....131	..299	..575	..983	1,267	..1,200	..1,098	..2,297	7,850
May 5	.....124	..284	..543	..967	1,292	..1,239	..1,127	..3,181	8,707*
June 3	.....118	..274	..514	..914	1,233	..1,193	..1,107	..3,132*	8,485
June 24	.....115†	..261†	..492†	..881†	1,184†	..1,117†	..1,052	..2,992	8,094

NOTE.—The asterisks (*) indicate the month of greatest attendance upon each grade, the daggers (†) the month of least attendance.

ENUMERATION.

In accordance with the general school law of the State and of the special "Law for the support and regulation of the schools of Cleveland," an enumeration is annually taken of all white and colored children from five to twenty years of age inclusive. The special law of this city differs from the general law, and the law of other cities in the State, in this respect, that it requires the Secretary of the Board of Education to ascertain, not only the whole number of children from five to twenty years of age, but also, the number at each age, within the prescribed limits. Inasmuch as it is made under the general law, the duty of the taker of the school census to ascertain the number of children between six and sixteen, and it thus becomes necessary for him to inquire in each case about the ages of the several children of the household, it is but little more difficult for him to check the age of each child in the appropriate column opposite the parent's name. The use to which the information, thus gained, may be put, is partially illustrated by the following tables. If we could have such statements regarding the school going population of other cities in the west and compare them and our own with like statements from the cities of the east, especially from Boston and other cities of New England, it would be of great value to all.

In other countries, as, for instance, in Great Britain, the centesimal proportions of the population at the several ages is so well known that, the number at any age being given, the whole population may be accurately calculated in a few moments. If in this country, especially in our large cities, we knew these proportions, the annual "School Census" would be almost equivalent to an enumeration of the whole people.

Ages.	1868.		1869.		1870.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
5.....	1,917.....	7.42	1,901.....	6.94	2,640.....	8.21
6.....	2,199.....	8.52	2,089.....	7.59	2,304.....	7.16
7.....	2,186.....	8.46	2,169.....	7.88	2,275.....	7.04
8.....	2,199.....	8.52	2,210.....	8.03	2,307.....	7.26
9.....	1,972.....	7.64	2,066.....	7.50	2,230.....	6.93
10.....	2,107.....	8.16	2,135.....	7.75	2,316.....	7.20
11.....	1,822.....	7.06	1,942.....	7.05	2,113.....	6.57
12.....	1,892.....	7.33	2,043.....	7.42	2,278.....	7.08
13.....	1,562.....	6.05	1,734.....	6.30	2,064.....	6.42
14.....	1,498.....	5.80	1,692.....	6.15	1,938.....	6.02
15.....	1,318.....	5.10	1,425.....	5.18	1,716.....	5.33
16.....	1,220.....	4.72	1,400.....	5.08	1,662.....	5.16
17.....	1,110.....	4.30	1,208.....	4.39	1,521.....	4.73
18.....	1,145.....	4.43	1,301.....	4.72	1,615.....	5.02
19.....	945.....	3.66	1,090.....	3.96	1,552.....	4.82
20.....	731.....	2.83	1,119.....	4.06	1,626.....	5.05
Total ..	25,823.....	100.00	27,524.....	100.00	32,157.....	100.00

Percentage of Increase—From 1868 to 1869..... 7.

“ 1869 to 1870.....17.

“ 1868 to 1870.....24.

It must be kept in mind that these results are in no way affected by the school attendance. It is simply so much gain in the population. That the attendance at school merely keeps pace with the growth of the population, shows that no larger proportion of the children are now enjoying the privileges of the schools than in the first of the three years mentioned.

It will be noticed that a slight change has been going on, quite steadily, during the time covered by the above table. The ratios of the numbers at more than twelve years of age, with a single exception, has been increasing, while the ratios of the

numbers at twelve and under has, as steadily, fallen off. The changes have been so uniform as to be worthy of some thought.

SCHOOL ATTENDANCE COMPARED WITH ENUMERATION.

The following table exhibits the number of children of the several ages, as ascertained by the enumerations taken in October, 1868 and 1869, the number of children entered in schools at the respective ages, together with the per cent. which the latter is of the former.

1868-9.				1869-70.			
Ages.	Enumeration.	No. in School.	Per cent.	Enumeration.	No. in School.	Per cent.	
5.....	1,917			1,910			
6.....	2,199	1,968	89.5	2,089	2,139	102.4	
7.....	2,186	1,376	62.9	2,169	1,532	70.6	
8.....	2,199	1,379	62.7	2,210	1,505	68.1	
9.....	1,972	1,269	64.3	2,066	1,329	64.3	
10.....	2,107	1,284	60.9	2,135	1,356	63.5	
11.....	1,822	1,075	59.0	1,942	1,136	58.5	
12.....	1,892	1,030	54.4	2,043	1,185	58.0	
13.....	1,562	753	48.2	1,734	889	51.3	
14.....	1,498	473	31.6	1,692	578	34.2	
15.....	1,318	279	21.1	1,425	346	24.3	
16.....	1,220	148	12.1	1,400	148	10.6	
17.....	1,110	69	6.2	1,208	70	5.8	
18.....	1,145	36	3.1	1,301	37	2.8	
19.....	945	10	1.1	1,090	19	1.7	
20.....	731	2	.3	1,119	5	.4	
Total ..	25,823	11,151	43.18	27,524	12,275	44.59	

It will be perceived that there has been a slight increase in the number of children in school as compared with the number enumerated. In explanation of the fact that there were more children enrolled in the schools at the age of six than there

were enumerated, it may be well to remind the reader that the number of children enumerated at six years of age, is the number of that age within the corporate limits of the city at the time of the enumeration in October, while the number reported as enrolled in the schools may include almost all of them, and also a large proportion of those who, at any time during the year arrive at the age which entitles them to admittance to the schools.

In the special law of the city it is also made the duty of the Secretary of the Board to ascertain at the time of taking the annual enumeration, the number attending Public, Private and Church Schools respectively. The returns made by the enumerators, the first year after the law went into force, were so defective that they were not admitted into the Report of the Secretary. The second year, for some reason or other, two or three of them failed to report the number of colored children in the several classes of schools. With this last exception, the following is doubtless very nearly if not entirely accurate for the last two years.

The enumeration in

1869 was 27,306, the number returned as attending all classes
of schools was 17,167.....per ct. 62.9
1870 was 32,157, the number returned as attending all classes
of schools was 18,892..... " 58.7

The distribution of these children as also returned by the enumerators, was as follows :

	1869.		1870.	
	Number.	Per cent. of all attending school.	Number.	Per cent. of all attending school.
Private Schools.....	1,246.....	7.3	1,352.....	7.2
Church "	5,413.....	31.5	5,913.....	31.3
Public "	10,508.....	61.2	11,617.....	61.5

The attendance, according to the reports of the schools, as in the Statistical Tables accompanying the Superintendent's Reports for the two years, compares as follows with the enumeration :

Enumeration 1868, 25,823, No. regist'd in schools 1868-9, 11,151, p. c. 43.2
“ 1869, 27,524, “ “ “ “ 1869-70, 12,257, “ 44.6

It would be of no little interest to the school authorities of the several cities of the United States to know how they compare with each other in the particular item to which this summary pertains. Thirteen years ago I prepared the blanks for the enumeration of children of school going age in the city of Cincinnati, and from the facts reported, year after year, interesting and significant items of information are readily derived. We can see how greatly the Public and Church Schools have superseded the Private Schools; we can also read in them other great changes which it is well that we should know.

Of the whole number attending all the schools of that city, there were in

1857, 12.2 per cent. in the Private Schools, 24.4 in Church Schools, 63.4 in Public Schools.
1869, 2.7 per cent. in Private Schools, 43.5 in Church Schools, 53.8 in Public Schools.

The enrollment of all the Public Schools of Cincinnati, last year, was only 24.8 per cent. of the entire enumeration. By glancing at the above table, it will be seen that the per cent. in Cleveland was 44.6. How valuable would be a comparison of all the cities of the United States in these and many other particulars. Unfortunately, however, it is extremely difficult to institute any comparison between them in any particular whatsoever. The school statistics of many of the large cities seem to be got

up with a parsimonious view to the minimum of statistical information. Happily, it is beginning to be felt that statistics of education are as important to the progress of society as the commercial and agricultural.

GERMAN.

The most important event which has to be recorded in the history of the schools for the year 1869-70, is the introduction of the study of German into all the grades of the Primary and High Schools. After the advisability of the measure had, for many months, been under consideration, a committee was appointed to report a plan for the action of the Board of Education. On the 21st of March, 1870, that committee submitted the following report, which was adopted the same evening:

To the Board of Education :

GENTLEMEN : The committee to which was referred the matter of the organization of German-English schools would respectfully report as follows : Of all the wards in the city, perhaps the largest German population is to be found in the Fourth, Sixth and Eleventh Wards. The committee would, therefore, recommend that German-English departments be organized at the opening of the coming term in said wards. They would further recommend that the Superintendent of Instruction be directed to ascertain, as nearly as may be, and, if possible, before the close of the present term, how many pupils there are in those schools, and if need be, in the schools of adjoining districts, whose parents or guardians may desire them to pursue the study of the German language ; and that thereupon, under the advice and direction of the committee on teachers, he be instructed to employ such teachers of the German language as may be found to be necessary for said schools. Furthermore, they would recommend the adoption of the following rules to govern him in the performance of said duty :

PRIMARY SCHOOLS.

Every eighty or one hundred pupils in the Primary Schools, of any one grade, according to the course of study prescribed for said schools, whose parents or guardians desire them to pursue the study of English and German conjointly, shall be divided into two sections, to be placed under the instruction of an English and German teacher, who shall exchange sections every half day (the pupils or teachers exchanging rooms as may seem most convenient) in such a way that the pupils of both sections may receive an equal amount of instruction from both teachers, and to this end they shall be governed by the annexed time table, as far as possible. This rule shall not prevent the organization of classes of forty pupils, provided that a teacher can be found for the same, who can teach the two languages with accuracy and purity. In this respect, great care shall be taken that pupils may not be taught to speak either language with faulty accent or construction.

GRAMMAR SCHOOLS.

Whenever, in any school, forty pupils may be found in the Grammar School classes, whose parents or guardians may desire them to continue the study of the German language in connection with their English studies, a teacher of German shall be employed, and the pupils of the several classes shall be permitted to attend his instruction for one lesson of not less than forty minutes per day, the time to be so arranged by the principal of the district as to prevent any interference of the German and English studies.

GERMAN INSTRUCTION.

Children not residing in districts for which German instruction is provided, whose parents desire them to pursue that study, may obtain a transfer to said schools on making application to the principal of the district in which they reside, who shall refer the same to the committee on boundaries. The committee has specified the districts in which it seemed most convenient to establish these schools at the present time, but they see no difficulty if the Board approve, in securing German instruction for the University Heights and for the Twelfth Ward, provided that suitable rooms can be obtained.

In dividing the time between the English and German teachers, the Superintendent shall be governed by the following time table, so far as practicable :

There being twenty-two hours per week for study and instruction, that is exclusive of recesses, general exercises, etc., that time shall be divided as follows :

divided as follows:

Primary Schools.											
	D.			C.			B.			A.	
	Eng. Ger.			Eng. Ger.			Eng. Ger.			Eng. Ger.	
Arithmetic.....	3:00	- -		3:00	---		3:30	---		3:30	---
Object lessons.....	2:00	2:30		2:00	3:00		1:30	2:30		1:00	2:00
Reading.....	2:30	2:30		2:30	2:30		2:00	2:00		1:30	1:30
Spelling.....	2:30	2:30		2:30	2:00		1:00	1:00		1:00	1:00
Writing.....	1:00	1:00		1:00	1:00		1:30	1:30		1:30	2:00
Music.....		2:30		---	2:30		---	2:30		---	1:30
Grammar & Composition.....		---		---	---		1:30	1:30		1:30	3:00
Geography.....		---		---	---		---	---		1:00	---
Total hours per week.....	11	11		11	11		11	11		11	11

Grammar Schools.

All classes, one lesson per day of forty or forty-five minutes each.

High Schools.

All classes, four lessons per week.

Respectfully submitted.

E. R. PERKINS,
M. G. WATTERSON, } *Committee.*

March 21, 1870.

In accordance with the provisions of the above report the organization of German classes was commenced at the beginning of the last term of the quarter in the C and D grades of the Primary Departments.

Two classes were formed in the D primary grade of the Brownell Street School.

One each in the D and C primary grades, Mayflower Street School.

One each in the D and C primary grades, Orchard Street School.

One each in the D and C primary grades, University Heights School.

One in the D primary grade, Wade Avenue School.

In all, nine teachers were employed, but in no case was it necessary to employ a greater number of teachers than would have been required had this additional study not been introduced. It was thought advisable, for the time being, to limit the work at this point.

There are many difficulties in the organization of German instruction in our schools, which it will be well for all concerned to bear in mind. The first is the scarcity of well qualified German teachers. But for this, the work would have advanced much more rapidly. There are many enough who present themselves as candidates for positions, some of whom have had experience in teaching in the higher schools, some in the lower grades, but few indeed who know anything of the better methods of German instruction. In the absence of teachers of experience in primary work, some of the first class, that is, of those who had taught in the academy or college, were employed. Suffice it to say, that the success of the experiment was not such as to justify its repetition. Not having the art of interesting these young pupils, nor even the power of controlling them, they were fairly worried out by children who seemed the most docile and tractable when in the English department, and under the care of young misses of but a few weeks or months of experience. Of those who had taught in the German private schools, I have found all who have been tried, at least moderately successful. Even they, however, as a common thing, know little of German

pedagogics, and in methods of instruction are generally no more skilled than the average American teacher. A few months observation has persuaded me that our surest reliance will be found in the graduates of our High Schools, who are of German parentage. It is probable, that after the work is thoroughly inaugurated, we shall find a sufficient supply from that quarter, to fill all vacancies as they occur. But we shall have to look elsewhere to meet the extraordinary demand of the first few years.

Though German instruction is open equally to all, we find that nine out of ten of those who desire it are of German parentage. This is true not of Cleveland alone, but of all large or small cities where the study has been introduced. In Cleveland it happens, also, that the Germans are widely scattered, and that there is not a single school in which there are not large numbers of German children, but there are none in which they very largely predominate. For this reason there are not enough in any school to justify its organization as a special German-English school. Very few classes indeed, in the higher grades, can be arranged to that end, and we are, therefore, compelled to plan in one way and another, as the circumstances of each school may demand. For this reason alone I have found it impossible, so far, to carry out the programme as ordered for the A, B and in some cases the C grade of the Primary Classes.

In the commencement of this work, in each grade, we found the qualifications of children of the same age, even of German parentage, so different that it was quite impossible to classify them properly. In the A and B Grammar Classes, for instance, we found some who could read German with facility, and others who could speak German quite as well, but who could not read at all. The children of English parentage could of course

neither speak nor read German. Now, it is evidently desirable that the German classification be made to correspond as nearly as possible with that which obtains in the English studies, or else great confusion will arise. To meet this difficulty, even partially, it may be necessary to employ two German teachers for, at least, every large Grammar School; one of whom shall instruct the classes of German speaking, and the other of English children. This being done at the same hour, for the two sections of the same class, the interruption of any room for more than one recitation hour per day will be avoided.

I very seriously regret that the above difficulties—the first of which, the lack of German teachers, has so far proved quite insurmountable—and others in minor details, have prevented us from affording proper facilities for the instruction of American as well as German children in the reading, writing and speaking of the German language. It is hoped, however, that another year will enable us to put the whole machinery into efficient operation.

That the English language is the language of our country, that it ought to be cultivated by all as the national tongue, is accepted by every man of native or foreign birth; but it must be confessed that the German language is the only one well understood by a very large part, and perhaps the only one understood at all by a fourth part of the population of our western cities. That the natural ties of a common nationality and of a common medium of social intercourse, draw the German people together, and that their numbers enable the great mass of them to find ample supply among themselves for all their wants, and that there are among them those who through selfishness, or fanaticism, labor to perpetuate the barriers which separate them from their American

fellow citizens, has been so long observed that it cannot be denied. Any foreigner who would spend a few days traversing our larger cities for the purpose of making a study of our population, would find two nationalities growing up side by side, and it would not require many years further observation to show him that they were much more rapidly growing than commingling.

How these nationalities may be made one, how their interests and sympathies may be made to harmonize, not only in all great state and national questions, but also in matters of local administration, is one of the most serious questions for the statesman and social economist. And yet the question is not a difficult one. The education of the schools is a powerful agency and may be relied upon, in co-operation with our political and social institutions, to make the descendants of the immigrants one with our own children in habits of thought, action and feeling. It is not alone, nor even mainly the instruction of the teacher that will bring about the result. The familiar intercourse of children associated year after year in the same classes, is the direct and efficient means of the greatest good.

That the schools are open to all is not sufficient, as the experience of any city largely inhabited by Germans, will thoroughly demonstrate. Our own case is only a parallel to that of all others. Three years ago, careful inquiry disclosed the fact that there were more than two thousand in average daily attendance upon German private schools—German children whose parents are among the staunchest friends of our Public School system. In some of these schools, possibly all of them, English was taught by German masters. Thus supplied with English as well as German instruction in their own schools, they were almost entirely separated from children of American parentage. That these

separate schools exist only that the children may be taught German, and that they are so extensively patronized in all cities where good provision is not made for teaching the language in the Public Schools, sufficiently proves that they will not be abandoned unless the Public Schools can be made to take their place.

But though there were no inconvenience or danger to be apprehended from separate schools, though there were no demand for the introduction of German into our Public Schools, would it not be worthy of serious consideration, whether it ought not to be introduced for the sake of the literary, scientific and artistic treasures open to the student of the German language, for the better education which the study of language affords, and, finally, for its advantages in the business world. There is no educational theory better established than that the learning of a foreign language does not prevent the child who takes it, from advancing with equal strides in the full quota of studies pursued by his fellows of equal mental capacity, but who learn only their own language. This theory which has been adopted by thoughtful and observant scholars for centuries, seems to have received new proof in the statistics of the Public Schools of Cincinnati for the past fifteen years. In that city, there are some schools composed almost exclusively of children of German parentage, others of English.

The classification of all these schools is identically the same, the same conditions of transfer are required of all; the questions asked at all examinations for promotion are precisely the same. What is the result? Are the pupils of the purely English schools any younger, or do they pass any more creditable examinations than the children of the almost exclusively German districts? No, but on the contrary it is the uniform testimony of the

statistical tables to which I have referred, and which have been carefully kept for the last fifteen years, that the German children come to the grade or class pursuing the studies of the sixth year of the course nearly a year younger than the children of the English districts. Nor is this the law with children of German parentage alone. The advantage seems to be equally with the children of American parentage, who pursue the study of the German language. It will not do, therefore, to claim that the German children are "smarter" than the American. The fact is, these statistics afford apparent reason for granting the validity of the claim which was long ago instituted in behalf of the study of Latin and Greek. But whether we assume this ground or not, it is safe to say that, in the same time at least, and at but little greater cost, we may avail ourselves of the large German element in the population of this country for the broader and more generous education of the whole people.

The Common Schools, originally established for the purpose of supplying the essential elements of an English education, have become almost the sole agents for the education of the children of the whole people. Their excellence, wherever they have been liberally sustained, has attracted to them alike the children of the educated, the wealthy, the ignorant and the poor. To be cheap enough for the last they must be free, to be good enough for the first—and they have equal rights with others—they must keep step with the growing demands of an advancing civilization. The State, for its own safety, took the business of education into its own hands, but it has monopolized the work, and the claims of the most liberal friends of culture cannot be logically nor justly resisted.

THE HIGH SCHOOLS.

The number of teachers employed in the

	1868-9.	1869-70.
Central High School—Males.....	4	4
Females ..3 —	7	2 — 6
West High School—Males	1	1
Females.. 3* —	4	3 — 4
In both	11	10

The whole number of pupils registered—

Central High School—Boys	80	79
Girls 96 —	176	104 — 183
West High School—Boys	28	24
Girls 45 —	73	45 — 69
In both	249	252

The average daily attendance—

Central High School—Boys	64.5	67.6
Girls 84.8—	149.3	86.3—153.9
West High School—Boys	19.2	18.8
Girls 35.6—	54.8	37.2— 56
In both	204.1	209.9

The number in school the entire year—

Central High School	134	120
Per cent. of number registered..	76	65.5
West High School	35	46
Per cent. of number registered..	48	66.7

* One, only two hours of the day.

The number registered in each class, and the number remaining at the end of the year—

	1868-9.		1869-70.	
	Registered.	Remaining.	Registered.	Remaining.
Central High School—Class A	27	21	9	9
B	20	20	39	33
C	41	34	52	41
D	88	57	83	66
West High School—Class A	8	8	10	8
B	13	10	7	6
C	19	13	20	16
D	33	14	32	23

EXAMINATION FOR ADMISSION.

Number examined June, 1869.	118	Number examined June, 1870.	118
“ admitted “ “	88	“ admitted “ “	112
“ failed “ “	30	“ failed “ “	6

I come to speak of the High Schools with peculiar pleasure. The Course of Study recently adopted by the Board of Education, is suited, as far as any general Course of Study can be suited, to the various wants of the pupils. For the boy fitting for college it provides ample preparation, even for Harvard. For the boy or girl who is able to remain at school for four years, but whose schooling must end with that, it provides a generous course in mathematics, the natural sciences, and in Latin or German, or both, at the election of the pupil, and for those who may be compelled, by stress of circumstances, to withdraw from school at an earlier period, the work is so arranged as to give them the studies most indispensable to a successful career in life. For all alike it provides such a course of reading, composition and training in the knowledge and use of the English language as will best prepare them to use to advantage the almost innumerable opportunities for self culture, which will be offered them, in the religious, moral, literary and scientific enterprises and institutions

of the period in which they are called to act. It is not claimed that it prepares them immediately and specifically for any of the pursuits or avocations of the business world, but it fits them for entering with advantage upon their apprenticeship in any trade or calling to which they may choose to address themselves. We invite special attention to this course because we believe it to be as practical as any general course of study can be, and at the same time as generous as any advocate of culture would have it.

Previous to its revision the course was cut up into many fragments. Some studies were confined to a single term, and except the languages, none ran through more than two consecutive terms. The time appropriated to the several branches was not proportioned to their relative importance. Instead of there being an ambition to know "something of everything, and everything of something," the aim seemed to be rather to know something of everything and not much of anything. In the present course, some of the sciences, to which a term, and even two terms were formerly devoted, receive sufficient attention to give the pupil only a sort of general literary acquaintance with their contents and uses. The time thus saved enables us to give to Geometry, Algebra, Natural Philosophy and Chemistry each an entire year, and one day per week throughout the whole course to Composition, Literature, Elocution and instruction in Morals and Manners.

But congratulate ourselves as we may on the adoption of a wise and liberal course of study, it is, after all, the teacher that makes the school. A liberal and rational course of study is possible, in fact, only when there are teachers whose culture has been liberal, and whose methods are rational. Of the corps of teachers in our High Schools I can speak in terms of highest

praise. There is scarcely one to whose industry, skill, learning or ability we could take any exception; on the contrary, we may say with confidence that we have seldom, if ever, met with a corps of teachers of more marked ability. The real difference between two teachers, who to the common observer may seem of about the same value, is often truly wonderful. Both may pass the required examinations, and within the limits to which they may happen to be restricted, with equal credit. Both may preserve faultless order and hold the undivided attention of their classes, both be faithful to their trust and equally devoted to their high calling. Yet one may be almost worthless as a teacher, while the other is invaluable. The former by daily and specific preparation for that purpose may go into the school room and hear one memoriter recitation after another, to the wonder of the beholder, though his knowledge of the subject of study may be limited to the mere word of the text without knowledge of its relation to what is to come, and through a vicious habit of memory, common to people who memorize much for special occasions, possibly without recollection of that which has preceded. The latter having large stores of information gathered by years of special study and practical observation, which at the time of examination, lay entirely beyond the examiner's gauge, illustrates the text by his own observation, confirms it by clearer demonstrations, which his experience has developed, or corrects, if need be, what is found defective in the light of more recent discoveries and investigations. The order and apparent love of study, secured by the former, may spring from a sense of duty, or constraint, that secured by the latter, is a natural consequence of an absorbing interest in the subject of study. The pupils of the former generally cease to study on the day of their leaving school, its

purpose is accomplished, but the literary and scientific career of the pupils of the latter is only begun. Tastes have been formed, and an ambition excited which prevail with them in the choice of a vocation for life. The influence of the one teacher directs, effectually it may be for the time, the other imparts an impulse which gathers momentum at every successive step of progress. The one represses natural talent, the other almost creates it.

I am gratified to be able to make so favorable report of the condition of our High Schools, because it is at once a source of pride, and a justification of the policy of the Board of Education, which is to pay such salaries as enable us to command the services of thoroughly competent teachers, and then—to require that such only be employed.

The following are the reports of the Principals of High Schools :

CENTRAL HIGH SCHOOL.

To *ANDREW J. RICKOFF,*

Superintendent of Public Instruction :

The following Report of the condition of the Central High School for the year ending June 24th, 1870, is respectfully submitted :

The whole number of teachers employed was,

Males....4	Females....2	Total....6.
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The whole number of pupils registered was,

Boys....79	Girls....104	Total....183.
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The average number belonging was,

Boys....69.8	Girls....90	Total....159.8
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The average daily attendance was,

Boys....67.6	Girls....86.3	Total....153.9
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The ratio of average daily attendance to the average number belonging was,

Boys....96.8% Girls....95.9% Boys and Girls....96.3%

The ratio of average daily attendance to the entire number registered was,

Boys....85.5% Girls....83% Boys and Girls...84.1%

The number in school the entire year was,

Boys..56 Girls..64 Total..120, being 65.5% of the registration.

The number registered in the several classes, and the number remaining at the close of the year was,

	A	B	C	D	Total.
Registered	9	39	52	83	183
Remaining	9	33	41	66	149
Per cent.....	100	84.6	78.8	79.5	81.4

A table has been prepared to accompany this Report showing the total enrollment, the average enrollment by terms, and the ratio which each of these bears to the average daily attendance, for the several years since the establishment of the school in 1846.

In compiling this table the records of the school have chiefly been relied on; although the published reports, so far as they could be obtained, have been carefully consulted. For the three years which are omitted from this table, the records are entirely wanting, or are found in so imperfect a state as to afford no useful materials.

Twenty-four pupils graduated from the school at the close of the year, of whom eighteen were graduates of the three years' course, and six of the four years' course.

Graduates of 1870.

GEO. W. CORLETT,	EMMA M. COX,
JOHN E. ENSIGN,*	JENNIE B. DALGLEISH,
ROBERT L. HANKS,	JULIA T. FORD,
PHILO D. HUDSON,	EUDALIA HASKINS,
FRED M. INGLEHART,	ELLA E. JUDD,
FRANK M. LYON,	FRANCES E. MONTCASTLE,
ROBERT F. SCHADE,*	MARY G. PIERCE,
ELLEN D. BALDWIN,	J. AUGUSTA REED,
LOUISA E. CHANDLER,	BELLE G. REZNER,*
ARABELLA E. CHURCH,	FANNY H. SMITH,*
ETTIE M. CLEVELAND,*	FLORA E. STERLING,
BELLE COLMAN,*	ADELIA A. WILLARD.

During the year, the change from the old course of studies to the course of 1867, has been completed, and some slight changes in the order of the latter course have been made with the consent of the Board. Some farther modifications of the course as it now stands seem expedient, affecting, however, only the order of the studies, and the extent to which some of them shall be pursued. These can all be effected without confusing the studies of those whose course is already partially completed; and the additional time which it is proposed to give to two or three branches, like Chemistry and Geometry, will be amply supplied by using the terms now assigned to the special study of English Literature, which has been otherwise provided for.

In accordance with your own excellent suggestion, instruction in English Literature has been changed from a study about literature, which is of questionable benefit, to a careful reading of one complete work each, of such standard English and American authors as are most likely to interest young persons, and to open

* Four years' Course.

to them a wide range of profitable reading. The authors whose works have thus far been introduced, and the order in which they are presented, are as follows: Irving, Hawthorne, Dickens, Longfellow, Scott, Tennyson, Cooper, Milton and Shakspeare. It is much to be desired that some complete essays of such authors as Addison, Macaulay, Carlyle, Sidney Smith, Wilson and Jeffrey, should be given to the senior class, but this seems at present, to be impracticable on account of the expense involved. An effort will be made, during the coming year, to have a volume of such specimen essays prepared; and it is thought that its publication will meet a want which is doubtless felt in a great number of schools. It is probable that the young fall into a course of reading which is of very objectionable tendency, usually rather from ignorance of what is really good and refining, than from any innate predilection for the unrefined and merely sensational. The purpose, therefore, which the instructor in literature should keep always in view, would seem obviously to be, to lead the pupil to an intelligent and pleasurable perusal of works which are heightened as well as interesting, fixing his attention upon their beauties of style and graces of diction, and aiming to make them, in an increasing degree, models for his subsequent efforts at composition.

An obvious objection to most compendiums of literature as works for school study, is their inevitable tendency to confuse the pupil's mind by the rapid presentation of a multiplicity of authors, many of whom are but little known, and their consequent entire failure to give direction to his subsequent reading. A taste for good reading, once established by the study of a few authors of approved excellence, will open to a young man a wide

world of literary wealth, in which a cultivated taste will be his best and surest guide.

Much attention has been paid to the work of English Composition; and, after careful thought, the following order in the presentation of essay subjects has been fixed for future use:

- First Year*.... Descriptions of Objects;
 Descriptions of Places and Scenery;
 Narrations of Familiar Events.
- Second Year*.. Historic Narrations;
 Accounts of Common Articles of Commerce;
 Letters—Home and Foreign.
- Third Year*... Re-written Stories or Essays, and Original Stories:
 Sketches of Persons, with Analysis of Character.
- Fourth Year*.. Argumentative and Imaginative Essays.

The method of instruction pursued is to deduce for the pupil's guidance, from an analysis of standard productions in the several species of composition, the principles to which such composition conforms, and the order in which the various topics would naturally be presented; then to assign subjects to the classes, referring them to the books which they may profitably consult for information in the reference library of the school, or in the Public Library of the City. The plans of the proposed essays are required to be first presented, with the matter which it is intended to embody under the several heads; and, after these have been discussed, the essays are written out, and handed in to the teachers for criticism. Probably no subject of school study needs more careful and definite instruction than composition, and it is to be feared that none usually receives less. Without such instruction, the exercise, in the vast majority of cases, degenerates into a slipshod and perfunctory performance of a task, dreaded because not understood. It is hoped that the method of

instruction outlined above, will, besides accomplishing in a fair degree its obvious purpose, incidentally give the pupils a valuable and much-needed training in the use of a library for purposes of investigation.

While all the teachers of the school have entered with deep interest on this work, special credit is due to Prof. C. L. Hotze, for the able manner in which he has discussed the principles of composition in several departments, and the lucid analysis he has drawn up. They have not only been found useful in this school, but have attracted the attention of teachers of similar schools in other parts of the State.

During the latter part of the year, weekly lessons in Roman History have been given to the pupils in the three higher classes of the Classical Course. It is proposed to continue these lessons, and it is hoped that, in time, the graduates of this course will unite to a thorough elemental acquaintance with some of the more prominent classical authors, a good knowledge of Roman history and institutions.

The success which has attended the introduction in the school of musical instruction, has been most gratifying, and such as to surprise those who did not know from experience how much can be accomplished with a large body of pupils, by thorough scientific training, pursuing the most natural and best approved methods.

During the year, Miss Fox has given lessons in Drawing from objects to a number of members of the D class; and the excellent results attained by her skillful teaching, have confirmed the opinion that, at the earliest practicable moment, the opportunity for thorough instruction in drawing should be given at least to all pupils in the High Schools who desire it. The

practical value of skill in drawing and in the arts of design, in a great manufacturing city, such as Cleveland is rapidly becoming, can hardly be overestimated.

At the beginning of the year, the "daily marking system" in recitations was entirely abandoned. The motive which prompted its disuse, was the conviction that it is wholly unreliable as a test of real scholarship, and to a great extent, futile as a motive to exertion on the part of the pupil. The results of severe and impartial written examinations, bear ever-recurring testimony to its unreliability; and surely, some higher and more far-reaching incentive to earnest study ought to be presented to generous youth than the narrow and short-lived desire to outstrip one's fellows in the class-room.

Even were the merits of the system much greater than they will be claimed to be by its advocates, they would be more than counterbalanced by its unavoidable tendency, to divert the attention of the teacher from that most essential part of class-room work, the imparting of interesting and well-arranged instruction, and so to convert him into a mere instrument skillfully adapted to the not-lofty purpose of recording the apparent results of recitations.

The results which have followed the disuse of the system have amply justified its abandonment.

Respectfully submitted,

S. G. WILLIAMS, *Principal.*

Central High School, Aug. 31, 1871.

Enrollment and Attendance of the Central High School, since its organization.

Total Enrollment.				Average Enrollment by Terms.	Average Daily Attendance.	Ratio of Average Daily Attendance to	
Boys.	Girls.	Total.				Total Enrollm't.	Ave. Enrollm't.
1846-47 ..	76..	14..	90	51.	39.7	44.1%	77.8%
1847-48 ..	81..	40..	121	77.8	68.8	56.9	89.
1848-49 ..	80..	56..	136	84.7	66.7	49.	78.7
1849-50 ..	82..	54..	136	88.7	70.	51.5	78.9
1850-51 ..	69..	53..	122	70.7	65.7	53.8	92.9
1851-52 ..	65..	46..	111	65.7	61.2	55.9	93.1
1852-52				-----	-----	-----	-----
1853-54				-----	-----	-----	-----
1854-55* ..	49..	57..	106	81.	69.1	65.2	85.3
1855-56* ..	76..	84..	160	103.	86.9	54.3	84.4
1856-57 ..	109..	117..	226	138.	116.3	51.	84.3
1857-58 ..	95..	111..	206	161.	135.5	65.8	84.1
1858-59 ..	94..	92..	186	150.	127.	68.3	84.7
1859-60 ..	95..	99..	194	155.	127.	65.5	81.9
1860-61 ..	89..	96..	185	153.	143.4	77.5	93.7
1861-62 ..	106..	107..	213	182.	163.	76.5	89.5
1862-63 ..	80..	91..	171	141.	122.	71.3	86.5
1863-64 ..	87..	89..	176	143.	123.1	72.8	89.6
1864-65 ..	92..	108..	200	168.	152.	76.	90.5
1865-66 ..	78..	88..	166	146.	135.2	81.4	92.6
1866-67				-----	-----	-----	-----
1867-68 ..	104..	110..	214	171.	154.5	72.2	90.3
1868-69 ..	80..	96..	176	160.	149.3	84.8	93.3
1869-70 ..	79..	104..	183	163.9	153.9	84 1	93.9

* Two terms.

WEST HIGH SCHOOL.

To the Superintendent of Public Instruction :

In accordance with your request, I submit the following Report :

At the beginning of the third term, I entered upon the duties of Principal of the West High School. My predecessor, Mr. A. G. Hopkinson, had been in charge of the school since its establishment in 1855, with the exception of about two years. For its growth and prosperity he had zealously and successfully labored. He commanded the confidence of the people among whom he had labored so long, and the high esteem and love of his pupils. It was therefore with many misgivings that I entered upon the duties of my new position, at a time when the work of the year was so nearly accomplished, and the dangers of changes in discipline and methods of instruction were so great. But I found it expedient to make few changes in the management of the school for the balance of the year. To these the pupils gave their hearty co-operation, and I soon found my new field of labor a very pleasant one.

The limited number in attendance has its advantages and disadvantages. Its advantages lie in the greater opportunity for the personal influence of the teacher with individual pupils which may have most important results in securing right methods of study, and in inspiring nobler aims, and inducing greater efforts. Its disadvantages arise from the greater variety of subjects to be taught by the same teacher, and the lack of that enthusiasm and competitive emulation which greater numbers tend to inspire. A teacher, whose department of instruction extends to but one or two subjects, ought to be more efficient than where his department embraces four or five, as it must necessarily do in a school

of so limited a number as ours. But the rapid growth of the city and the increased efficiency of the Grammar Schools, promise to soon make our numbers all that may be desirable.

I found the system of marking for merits and demerits in recitation and deportment thoroughly elaborated and well established, and thought best to continue it through the term. But I am convinced, after years of trial, that the objections to the "marking system," however skillfully administered, are too weighty to justify its continuance. The efficiency of the teacher must be greatly impaired if his time in recitation be spent in merely ascertaining how much of the lesson the pupil has mastered in order to make a just estimate of his work. He should rather be free to impart instruction—to teach the *subject* rather than the *text book*. This he can hardly do while his attention is constantly directed to a conscientious estimate of the worth of each recitation. Besides, I question the healthfulness of the stimulus thus afforded. Pupils inspired to labor for excellence in recitation merely—for the credit of not making mistakes—may stand high on the record books and still rank far below many of their class-mates in real knowledge of the subject. The greatest justice to all, as well as efficiency in school work, in my opinion, demands the discontinuance of the marking system now in so general use. Monthly written examinations will secure far better results.

I regret that our course of study does not provide for instruction in Drawing, and would earnestly recommend its introduction. It seems to me that few branches of study in the High School are of more general and practical value.

Respectfully submitted,

WARREN HIGLEY, *Principal.*

West High School, Aug. 31, 1871.

TEACHERS—TIME OF SERVICE.

Though the list of teachers found in the accompanying manual of the schools, belongs to the current year, and not to the year for which this report is made, I cannot judiciously refrain from calling attention to one fact which is apparent upon slight inspection.

The following table collated from the list, shows how long the teachers now employed have taught in the schools:

Table showing the Date of Employment of Teachers in the City Schools.

SCHOOLS.	1846	1847	1848	1851	1856	1857	1858	1859	1860	1861	1862	1864	1865	1866	1867	1868	1869	1870	1871	Total.
Central High School															1	1	1	3	1	7
West High School																		1	2	3
Rockwell Street		1	1		1	1	1	1			1	2	1	2	1	4	1	1		19
East St. Clair Street				1			1	1			1				2	3	2	3	1	16
Cass Avenue													1	1			1	3		6
Eagle Street							1			1		1	1	1	1		2	1		9
Brownell Street						1		1	1	1			1	2		6	3	4	3	23
Sterling Avenue										1		1	2	1	3	1	4	5		18
Mayflower Street												1	3	1		1	2	7	1	16
Wilson Avenue									1					1			2	1	1	6
Warren Street																2	1			3
Kentucky Street							3	1					1	2	2		2	1		13
Hicks Street	1											1	1				2	2	2	9
Orchard Street											1					3	3	8		15
Washington Street															2		1		1	4
Pearl Street													2						1	3
Wade Avenue													1			1		4		6
University Heights														1	5	1	2			9
Special															1			1		2
Total	1	1	1	1	1	2	6	4	2	3	3	6	13	14	15	26	30	46	12	187

From the above it will be readily seen that of 187 teachers employed, 129 have taught in our schools less than five years; 36 from five to ten years; 17 from ten to fifteen, and only five more than fifteen. The average length of service of the whole corps is but little more than four years. From forty-five to fifty new teachers have therefore to be employed annually.

It is now quite generally understood by all who are concerned in the management or instruction of our schools, that it takes about a year for even experienced and previously successful teachers, to learn the ways of the schools. The course of study has to be learned in spirit as well as in form, subjects taught orally have to be studied anew, very often new habits of discipline have to be acquired, higher and more generous views of education have to be comprehended, and thus it is that very much is lost to the otherwise practicable efficiency of the schools. The loss is great as measured only by the prevailing standard of the schools, and it becomes us to inquire how the loss may be avoided. In a work such as the one in which we are engaged, the philosophy of which is so little understood, and the importance of which is so vast, we cannot safely rest satisfied with the progress already made. The science and art of education is rapidly progressive. What we do to-day according to the best light we have, must be corrected in the light of the knowledge of to-morrow. Correction must be applied to correction. This is the law of progress. We have then not only to measure ourselves by ourselves, but we must bring ourselves into comparison with the higher standards developed by the thought and experience of the world. The question is then to be repeated, how may we work our schools uniformly up to our own standard, how may we prepare for the development of the future. There can be but one reply, and that is, provide for the education and training of our teachers.

Normal schools have been established in almost every State of the Union, Ohio being unhappily among the exceptions, but the State institutions have been found insufficient to supply the wants of the cities; in consequence, Normal Schools have bee

established in all the cities of the Union having over eighty thousand inhabitants, excepting four only, Washington, D. C., Newark and Jersey City, N. J., and Cleveland, Ohio. Several cities of smaller size have them, as for instance, Worcester, Mass., Indianapolis, Evansville and Fort Wayne, Indiana, and many others. Feeling the want of one in this city, the Board of Education, three years ago, instructed the Superintendent to report a plan for a Normal School, but on making some inquiries in regard to the matter, they found that there were some doubts about the propriety of the movement at that time, and in consequence it was then abandoned. I have, now, only to submit that it is the only safe guaranty of sure progress for our system of Public Schools. Teachers' meetings have done much to improve our methods of instruction and to correct bad habits of discipline, but they are slow to meet the wants of the teachers. Months have to be spent before a sufficient number of meetings can be held to enable us to discuss the questions which thrust themselves upon the attention of teachers who are new to the schools. The teachers' institutes have been efficient agents, but they can be regarded only as temporary expedients. The only thorough and effective agent for the preparation of teachers is a good Normal School.

THE REORGANIZATION.

In the spring of 1868, immediately after the addition of the Twelfth, Thirteenth, Fourteenth and Fifteenth Wards to the territorial limits of the city, there were eleven separate Grammar School districts, each one of which, excepting the one on University Heights, had its own series of classes from the lowest Primary to the highest Grammar, with its principal and assistant teachers. In June, 1868, the number of districts and principals

was reduced to eight, in June, 1869, to four, and finally at the close of the year just past, the number was still further reduced to three. As the number of principals was reduced, the nature of their duties was so changed from time to time that instead of being only teachers of the higher classes, they have become really assistants to the Superintendent in directing and supervising the work of teaching throughout every grade of the schools.

In the meantime a like change of office and duty has taken place in the case of the principals of the schools of Boston and Chicago, but without any reduction in their number. It may be well asked whether we have not made a serious mistake in departing from the original plan of the Cincinnati Schools, so recently adopted in the cities above named? Have we not too few men to manage efficiently the affairs of the respective schools? If we may safely judge from the experience of more than a year, during which the results of the change have been watched with the deepest interest, alike by those who advocated and those who opposed, and if we may rely upon the unanimous verdict of both parties, we must conclude that it is a success. That the schools are more efficiently governed than when there was a man at the head of every house, is proved by the better order of the schools, especially of the highest class, not only under the eye of the teacher, but also beyond her immediate observation and control, in the halls, on the play-ground, and about the neighborhood of the school premises. That this government, while it is more thorough and pervasive, is at the same time more in harmony with the spirit of the times, and the nature of the governed is clearly shown in the great falling off in the number of serious cases of discipline that come up to the Superintendent on complaint of teachers and parents. That the

higher classes are better instructed, as a common thing, is satisfactorily demonstrated by careful inspection and examination. It was expected that ladies, who had been accustomed to teach only the lower classes, would, in the first year of their trial in preparing boys and girls for the High Schools, fail to produce so good results as had previously been obtained by gentlemen who had had many years experience in that kind of work, but the fact was, we were enabled to advance the standard required for admission to the High Schools, and yet the percentage of failures was less than at any previous examination within my knowledge.

In the presence of the experiment itself, it is of little use to indulge in argument for or against the principle upon which it is based. Much may be said on the one hand about the necessity of the masculine influences in education, and on the other, about the superior influence of women, but such glittering generalities may be safely set aside for the present, and the measure of truth which they respectively contain may be ascertained by careful observation and comparison of results. In the meantime, while the schools are better managed, and on the whole more effectually and thoroughly taught, while the higher classes of boys maintain improved scholarship, are more studious, and in every way more manly and better behaved, it is altogether probable that the plan will be maintained against the supposed loss of some subtle influences which are so difficult of observation that they cannot be defined or even approximately estimated.

It may be justly maintained that the relative efficiency of the two sexes in the work of our higher Grammar Classes is not fairly tested in this experiment—if at this day it must yet be called an experiment—for the reason that we have first class women in the positions formerly held by men, the majority of

whom would not be ranked as of the first class. This was said by a careful observer who had known much of the history of the schools, and who had been a principal in one of them. "Though he had known some superior men in the position, yet, as a general rule," he said, "they had not been above mediocrity." Such was the concession of one who doubted the ultimate success of the measure. It is all that is demanded as bearing upon the practical issue of the whole matter. If, for the means which we have to expend, we can, in four cases out of five, obtain better teachers among women than among men, then ought we to employ women.

DISTRICT SUPERVISION.

As to the supervision of schools as exercised by the three principals of districts, there is no doubt expressed by those who have been observant of the facts, but that it is more fruitful of good results than that which was previously exercised by the principals of schools who had this work in hand. It is more efficient because it carries out more exactly and thoroughly the spirit of whatever system of instruction, or of discipline may be adopted; because it is more independent of local influences and attachments; because its interest is to dispel rather than to foster local prejudices; because in a word it is more general.

THE BRINGING TOGETHER OF THE HIGHER CLASSES.

For the last two or three years it has been the policy of the Board of Education to consolidate the higher classes of neighboring schools, whenever the number of pupils therein has fallen below the proper quota to the teacher. The result is, that only four schools have an A Grammar Class. In four others the

highest class is of B grade. The object is to make a just division of the work to be done by the teachers of the several classes.

That a wise economy of school accommodations, as well as in current expenditures, demands a continuance of the policy is clear. There is no source of waste more prolific than the establishing of the higher Grammar Classes in every sub-district in which a school house may be erected for the accommodation of the little children of an immediate neighborhood. A just regard for a fair and equal apportionment of the advantages of the schools demands its continuance. To see the lower and middle classes of a large school so crowded that every desk, every chair, and every platform is full; to see the younger children put on half time, in order that one teacher may serve for two schools, while the airier, pleasanter rooms appropriated to the more advanced pupils, are but a third or a half full, is plainly repugnant to the most obtuse sense of justice.

The real work of educating the masses, the most important part of the education of every child indeed, is going on in the lower grades, and when we reflect that they are necessarily committed to the younger and less experienced teachers, the folly of giving them more than double the number of scholars to compensate, in the general average, for the lack of pupils in the higher grades, becomes still more apparent.

Unfortunately, the growing demands which spring from the more liberal views of the work to be done in the lower grades, cannot be comprehended by those who have not given the subject careful study. The younger teachers employed in them generously set out to do the task that is given them, and bestow little thought upon its importance as compared with the work of the higher grades. Did they fully understand it, and give their

thoughts expression, were they the influential advocates which the higher classes find for themselves in their own teachers, the over-crowding of the primary classes would cease. Nothing is more certain than that the estimate generally made, of what can be done in the first three or four years of school attendance, is far below its real possibilities, and that very much of the work which now has to be done in the higher grades might, with far greater advantage, be required of the lower classes. Children in these classes, for instance, might, under favorable circumstances, be taught to speak the English language with readiness and precision, a thing, which, if not learned at an early period of life, is seldom or never afterwards acquired.

The levy of taxes for school purposes is made in common for all the schools of every grade, and it is for the Board of Education to make that apportionment of the proceeds which seems best to promote the highest usefulness of the system as a whole. The nature of the case is such that the outlay for some classes must be disproportionately large—this is always true of the higher grades—but no effort should be spared to reduce the difference in their favor as much as possible, not by hiring cheap teachers, for that would impair their usefulness in far greater ratio than it could reduce their cost. It should be done by giving the teachers of those grades a fair and equal share of the work to be done, keeping in mind not alone the number of branches to be taught in the higher grades, but what is of greater consequence, the importance of the work going on in the lower ones.

The bringing together of all the pupils of our C grades into nine schools, of the B into eight, and of the A into four, must be regarded as a temporary expedient only. It can never be

looked upon as a permanent thing. That it is not now so regarded is apparent in the ambition of every teacher of the highest class in all the schools, below the A grade, to keep their pupils at the time of the general annual promotions in order that their grade may be raised. The payment of higher salaries to the principals teaching the higher classes, doubtless has much to do with this anxiety, and it is not likely to cease to have an influence in this direction. A natural ambition too, both on the part of teachers and on the part of citizens of the several districts, to have as high a grade in their own school as can be found in any other, will always assist to bring about a distribution of the highest classes to all the schools.

For the above reasons, and others not necessary now to mention, the present arrangement is in danger of being disturbed at any time. The only plan, by which it can be made a permanence, is the establishment of a class of schools intermediate between the lower grades of the Grammar Schools and the High Schools, in which shall be consolidated all the higher classes of the Grammar Schools. These schools may then be very appropriately termed Grammar Schools, and the lower schools can then be styled Primaries. The very distinction itself will popularize the higher grades and serve to retain pupils in school longer than they otherwise could be.

Many arguments might be advanced in favor of such an arrangement by way of demonstrating the efficiency of the schools thus organized, and by way of showing the economy of the system—economy in the use of school rooms and in current expenditures. Instead of argument, however, I may be pardoned for substituting a statement of the results of a like experiment

set forth in the annual report of Mr. Hancock, the Superintendent of the schools of Cincinnati.

A few words of explanation may be necessary. In the fall of 1854, the two higher grades of the fourteen different "District Schools" of the city were brought together into four different school houses. Two into separate houses conveniently located, which had been just erected or remodeled at the time, and two into large houses, the greater part of which continued to be occupied by the lower grades. The latter had their separate organization, principals, assistants, &c., exactly the same as the former, and the "District Schools" had theirs precisely the same as other District Schools. The association of the two separate and independent schools in the same buildings was, from the very first, attended with many difficulties and jealousies, and for this reason as well as for the sake of economy, at the breaking out of the war of the rebellion in 1861, they were consolidated with the two schools occupying the separate "Intermediate School" buildings. For ten years these two schools accommodated the entire city, excepting one district, the extreme parts of which were too distant to allow the pupils to attend the two schools, situated as they were in the central parts of the city. In that district an independent intermediate department was established. For the last four or five years a strong effort has been making to increase the number of "Intermediate Schools," and to transfer thereto the highest grade left in the District Schools. It was with reference to this scheme, since perfected, that the following passage of Mr. Hancock's report was written :

"I have endeavored to show what has never been shown before in our statistics—the comparative cost of tuition in the several grades of the district and intermediate schools. The basis of the estimates is the Principal's Reports for the month of January, 1869. At that time of

the year, the upper grades are about at their fullest, while the lower are very nearly at their minimum. I am confident that had these calculations been based on the attendance for the whole year, the difference between the cost of tuition in the upper and lower grades would have been still more marked. On the approach of spring, the falling off in the attendance in the intermediate schools and in grades A and B of the District Schools, is quite rapid, while the numbers in the primary grades of the latter are very considerably increased.

"The cost per pupil (excluding the salaries of the principal and special teachers) in the District Schools, was in

Grade A.....	\$24.40
Grade B.....	17.60
Grade C.....	13.98
Grade D.....	11.57
Grade E.....	10.49
Grade F.....	8.90

"In the Intermediate Schools the cost was, in

Grade A.....	\$19.60
Grade B.....	15.94

"It will be seen above that it cost \$1.66 more for tuition per pupil in the B grade District Schools than in the B grade of the Intermediates; while in the A grades the difference was \$4.80 in favor of the higher class. The increased cost of tuition in

Grade E over that in grade F, was.....	18 per cent.
D over E.....	10 " "
C over D.....	21 " "
B over C.....	26 " "
A over B.....	39 " "

"The cost for instruction goes up from grade to grade in a rapidly increasing ratio. If what now constitutes B grade of the Intermediate, were retained in the District Schools, the tuition would cost more than fifty per cent., more than it does under the present arrangement; and in the next higher grade fully sixty-five per cent. more."

Again, Mr. Hancock verifies his conclusions by another process. He says:

"The average number of pupils belonging to that grade [grade A Intermediate] in the two schools, was, in round numbers, four hundred.

These divided among the sixteen districts that have no intermediate departments, would give twenty-five pupils to the district. Supposing these to be taught by the first assistants (as they most unquestionably would be) at an average salary of \$1,200, the cost would be \$48 per pupil, or rather more than twice as much as now.

"These figures incontestably establish what has often heretofore been doubted, the economy of the Intermediate Schools. Started fifteen years ago, under the superintendency of Mr. Rickoff, time and experience have proved the excellence of their organization; and all the arguments he then adduced for the organization of the system, will apply equally well to-day for its extension."

In speaking of this matter at some length, I have only put into definite shape what has at times been said about it when the subject has, in one way or another, come up for discussion among members of the Board of Education. The school system of Cleveland is rapidly growing, and it is of great importance that the mistakes which have been made elsewhere should not be repeated here, if it be possible to avoid them. Though the plan cannot at present be judiciously carried any further than it has already been carried; yet, if the plan be wholly approved, as the steps already taken in that direction have received the almost unanimous sanction of the Board, it is desirable that the action of the Board be so directed, that when the necessity for more school buildings shall arise, it may be easy to glide into the perfected system as only completing what has already been begun.

SCHOOL HOUSES.

At the beginning of the school year just past, we took possession of and for the first time occupied the new school houses located respectively upon Rockwell, St. Clair and Peach streets. These houses, together with Warren street and Sterling avenue buildings, completed within the school year immediately preceding, have capacity for seating more than five thousand pupils.

Thus, within a single year have we provided new school accommodations for more than two-thirds of the school going population of the city.

The first four buildings above named have been greatly praised for their architectural effect, and many of our visitors have been pleased to call them palatial. They are indeed massive in size, and finely proportioned. With the ample grounds upon which they are placed, they stand without rivals in any of the larger cities of the Union. They are at once evidences of the devotion of the people to the cause of education, and pledges of generous support to the common school system, so long as it serves the purposes for which it was established, the intellectual and moral culture of the young.

The plans of these houses are almost identically the same—two of them, indeed, were built upon the same “plans and specifications.” They will be readily understood by reference to the plates accompanying this report. The rooms are larger than usually constructed for the accommodation of the same number of pupils, being 29 by 32 feet in the clear. The walls are all wainscoted to the bottom of the blackboard, ranging from two and a half to three feet from the floor. The blackboards extend entirely around every room. Separate desks of varnished cherry are provided for all the pupils, the desks for the Grammar departments having lids hung upon brass hinges. All the rooms are so seated as to throw the light upon the left of the pupils, and so as to avoid all cross lights. The platforms of the teachers are nicely carpeted and their tables provided with neat spreads. All the standing wood work of the building is well grained and varnished. The Eureka Slating is put upon all the blackboards.

The teachers have completed, with excellent, often exquisite taste, what the City Council and the Board of Education so well commenced. With the aid of their pupils, they have in some cases, nearly covered the walls with fine engravings, chromos and even well executed paintings; they have furnished the corners of the rooms with brackets upon which are displayed appropriate statuettes, &c., and have literally filled the windows with beautiful flowering plants and exotics.

It may not be correct to say that all the parties who, by vote, labor or contribution, have aided to make our school rooms attractive, have done so with a direct view to the æsthetic culture of those who frequent them; it may be that they have sought only to gratify their own good taste, or to decorate with suitable ornament the objects of their pride, but who will not allow that these things educate in the best and highest sense. What child is there that sits daily in a handsome school room, which is suffused with a softened light, stealing in through flowers and clambering vines, and hung around with pictures designed to elevate and chasten the soul—what child is there who is daily surrounded by such influences, who is not made the gentler and purer by them. Would it be surprising to any visitor to be told that corporal punishment is fast falling into disuse in such school rooms and under teachers whose native refinement, cultivated tastes and interest in their calling find fitting expression in such surroundings.

The three buildings are heated upon identically the same plan. Each one is furnished with two wrought iron tubular boilers, having capacity sufficient to generate steam enough, at not more than $7\frac{1}{2}$ lbs., to heat the entire building. For each school room three coils of one inch pipe are provided, one placed within the

room and two in chambers located in the basement, through which chambers a current of air is conducted to the room. In this way it was designed to supply one-third of the heat necessary, for the room, by direct, and two-thirds by indirect radiation. In two of the buildings, Rockwell and Orchard, ventilation is somewhat facilitated by carrying the air from the ventilating flues to a large chamber in the center of the attic, which terminates above the roof in a latticed cupola. Within this chamber a large coil of steam pipe is placed, by the aid of which the escape of the air is considerably accelerated. In the St. Clair street building there are central flues, which it was supposed, would greatly aid in the ventilation of the corner rooms, even though the flues built in the outer walls should fail at any time to perform their office, on account of violent winds striking against the projecting gables, which are carried considerably higher than the flues themselves.

Careful and repeated observation has shown of the ventilating flues that they are—

1st. Not large enough. They ought to be considerably larger than the warm air flues; but on the contrary they are much smaller. The upward current of air heated to a hundred degrees of Fahrenheit will be much more rapid than a current not more than fifty-five or sixty. The sluggishness of the current in the ventilating flue ought to be compensated for by its increased size.

2d. Not carefully constructed. The warm air ducts are lined with tin. The ventilating ducts are carried up in the most careless manner imaginable, roughly pointed, and sometimes are left carelessly choked up with fragments of brick, &c.

3d. Not properly located. Placed as they are in the outer walls of the building, the temperature of the ascending current is

greatly reduced, and necessarily the rapidity retarded. For the same reason, it is difficult and expensive to apply any means by which the sluggish current may be accelerated.

In the Rockwell and Orchard streets houses, as before said, the ventilating flues are tapped just beneath the rafters, and by means of long, galvanized, sheet iron ducts, the current of foul air is conducted to a common chamber, which terminates in a latticed cupola. The apparatus is very expensive, having cost not less than \$1,500 for each building. It secures a current in every flue, but at the best the current is a very sluggish one, and has been found to be insufficient to secure the thorough ventilation which is essential to the school room. If these foul air ducts had been placed, as they ought to have been, in the inner walls, the air would have a more direct passage, and being warmer, it certainly would escape far more rapidly than it can now do. These mistakes have been measurably avoided in the new building now being erected on Detroit street.

SALARIES OF TEACHERS.

The salaries of teachers, being a matter of considerable interest to the Board of Education, which establishes them, and to the people who pay, I give the following tables, showing the cost of instruction *per capita*, calculated upon the basis of the average daily attendance in the several cities of the Union having a population of 80,000 inhabitants and over, arranged in the order of their size; the number of teachers employed in the several cities, at the respective rates of salaries paid, so far as can be accurately ascertained, and the number of teachers employed in each school of this city, at the several grades of salary.

In the following table I have calculated the average cost of instruction per pupil, on the basis of average daily attendance,

because it is most reliable. A more appropriate basis would be the average number belonging; but that is likely to be affected by the rules of school membership, which differ greatly in different cities:

Cost of Instruction on Average Daily Attendance, according to Reports dated as below.

Cities.	Population in 1870.	Report for Year ending—	Av. Number of Pupils in Daily Attendance.	Amount Paid for Tuition, including Sup'tend't's Salary.	Av. Cost of Tuition per Pupil on Daily Att.
New York	926,324	Dec. 31, '70	93,775	.....	.....
Philadelphia	674,022	.....	.....	.....	.....
Brooklyn	396,300	Jan. 31, '69	30,582	\$367,362.67	\$12.00
St Louis	312,903	Aug. 1, '70	16,277	313,407.45	19.25
Chicago	298,983	July 1, '70	24,839	414,655.70	16.70
Baltimore	267,354	Dec. 31, '69	18,850	330,177.00	17.51
Boston	250,520	Aug. 31, '70	32,463	710,233.65	21.85
Cincinnati	216,280	June 30, '70	19,550	360,920.46	18.44
San Francisco	140,487	June 30, '70	15,394	321,091.45	20.86
Buffalo	117,715	Dec. 31, '70	10,920	201,803.23	18.48
Washington	109,204	June 30, '70	5,418	73,227.82	13.51
Louisville	100,754	June 30, '70	8,720	164,240.17	18.83
Cleveland	93,018	Aug. 31, '70	7,765	122,340.00	15.75
Pittsburgh	86,235	June 1, '70	7,374	136,025.06	18.45
Jersey City	81,744	M'ch 31, '69	2,923	44,342.09	15.17

It is doubtless well understood that a comparison of the cost of instruction is not complete without at least an approximate estimate of the comparative usefulness of the schools themselves. Such an estimate we cannot, of course, even attempt to make; but it is well for us, in face of the above showing, that we can refer with warrantable pride to the general reputation which our schools have won among judicious observers who have had opportunity to judge of them.

The items of the following table are collated, in part, from the excellent statistics of Mr. Doty, Superintendent of the Detroit Schools, and from the latest Annual Reports of the schools to which they refer:

*Superintendent's Report.**Table showing the Salaries paid in several Cities.*

	Brooklyn.	St. Louis.	Chicago..	Boston.	Cincinnati.	San Francisco.	Buffalo.	Louisville.	Cleveland.	Pittsburgh.	Rochester.	Milwaukee.	Albany.	Detroit.
\$4,000	---	---	---	4	---	---	---	---	---	---	---	---	---	---
3,500	---	---	---	1	---	---	---	---	---	---	---	---	---	---
3,000	---	1	---	40	---	1	---	---	1	---	---	---	1	---
2,600	---	---	---	---	2	---	---	---	---	---	---	---	---	---
2,500	---	1*	1	---	---	1	---	2	---	---	---	1	---	---
2,400	---	---	---	39	---	---	---	---	---	---	---	---	---	---
2,250	26*	2	---	---	---	---	---	---	1	---	---	---	---	---
2,200	---	---	26	---	2	---	---	---	---	1	---	---	---	---
2,100	---	---	---	---	1	10	---	---	---	---	---	---	---	---
2,000	4	23	2	---	4	---	---	---	3	---	1	---	1	---
1,900	---	---	---	---	17	---	---	---	---	---	---	---	---	---
1,800	---	---	---	---	10*	10	1	---	1	---	---	---	---	2
1,750	---	---	---	---	---	---	---	---	---	1	---	---	4	---
1,700	3	---	---	19*	6	---	---	---	---	---	1	1	---	---
1,600	---	---	---	---	1	---	---	---	1	15	---	1	---	---
1,500	2	3	---	5	11	10	---	22*	---	---	10	---	13	3
1,400	---	2	---	---	1	---	---	---	---	---	---	---	---	---
1,300	---	1	---	---	15	---	26	---	---	---	---	---	---	---
1,250	---	---	---	---	---	---	---	---	1*	---	---	---	---	---
1,200	2	9	3*	---	11	18*	---	---	1	7	1	9*	1	1
1,140	---	---	---	---	---	3	---	---	---	---	---	---	---	---
1,100	---	1	---	---	6	---	---	---	---	---	---	---	---	---
1,075	---	---	---	---	---	---	5	---	---	---	---	---	---	---
1,000	43	4	43	24	10	19	1*	1	5	---	---	1	2	1
900	54	30	---	29	9	21	---	6	---	1*	---	---	3*	---
860	---	---	---	---	---	---	2	---	---	---	---	---	---	---
850	14	---	---	---	---	---	---	---	---	---	---	---	---	---
840	---	---	---	---	---	49	---	---	---	---	---	---	---	---
800	15	9	86	516	33	159†	---	5	9	---	---	17	1	5
750	---	54	---	---	15	---	---	---	---	1	---	---	---	---
700	35	3	170†	607†	154†	---	4	---	11	---	---	---	1	---
650	---	72	101	---	31	27	50	3	---	27	---	---	---	7
600	87	161†	2	---	33	20	1	69†	102†	9	8*	1	1	69
570	---	---	---	---	---	---	171†	---	---	---	---	---	---	---
550	72	72	83	---	50	---	5	---	11	30	---	---	2	---
525	65	---	---	---	---	---	---	---	---	---	---	---	---	---
500	63	70	---	---	46	---	16	56	9	43†	5	10	57†	7
475	30	---	---	---	---	---	---	---	---	---	---	---	---	3
450	75	---	19	---	18	---	24	---	13	30	---	9	43	4
425	70	---	---	---	---	---	---	---	---	---	---	---	---	26
400	155†	8	---	---	27	---	22	65	16	26	115†	73†	11	53†
360	---	---	---	---	---	---	---	---	---	---	---	13	1	---
350	---	---	---	---	---	---	---	---	---	---	---	---	---	18
300	---	---	---	---	---	---	---	---	---	17	---	---	---	20

* Highest salary paid female teachers. With few exceptions, only one or two females are employed at the salaries marked thus. As a rule, their salaries commence at the figures set in bold faced italics.

† Most common salary paid female teachers.

It may be seen from the above that the city of Cleveland stands at a respectable mean in the rates of salaries paid.

A comparison of the foregoing tables will show that while the salaries paid in the cities with which our own would be, most naturally, compared, Buffalo, Louisville and Pittsburgh are much lower than ours, yet the cost of instruction, *per capita*, in those cities is much greater than in Cleveland. At the rate they pay, tuition in our schools would cost us from twenty-five to thirty-five thousand dollars per annum more than it now does. The explanation of the apparent paradox is, that in the three cities named, for every little, separate school a male principal, having personal charge of a very small number of pupils, is employed, at a comparatively high salary. In Buffalo there are twenty-five men receiving \$1,300 each; in Louisville, nineteen receiving \$1,500 each, and in Pittsburgh twenty receiving from \$1,600 to \$1,750 each. Nor is the fact that their organization is expensive the worst result. The large number of very small classes in the higher grades has to be compensated by very large numbers in the lower grades in order that a tolerable average may be maintained in each school.

The following table shows the distribution of teachers at the several salaries in our own schools:

Number of Teachers at respective Salaries.

SCHOOLS.	\$3,000.	\$2,250.	\$2,000.	\$1,800.	\$1,600.	\$1,250.	\$1,200.	\$1,000.	\$800.	\$700.	\$600.	\$550.	\$500.	\$450.	\$400.	Total.
Central High School.....	1			1	1	1	1		2							7
West High School.....		1						1	1							3
Rockwell Street.....			1					1	1	1	14		1			19
East St. Clair Street.....									1		9	3	1	1	1	16
Case Avenue.....									1	1	3			1	1	6
Eagle Street.....								1			6	1				9
Brownell Street.....			1					1	3	13				1	4	23
Sterling Avenue.....								1	1	10	3	1	1	1	1	18
Mayflower Street.....								1		8		2	2	3		16
Wilson Avenue.....									1	2				3		6
Warren Street.....										3						3
Kentucky Street.....			1					1	1	7	3					13
Hicks Street.....								1		6		1	1			9
Orchard Street.....								1		7	1	2	3	1		15
Washington Street.....									1	1	1			2		4
Pearl Street.....										2				1		3
Wade Avenue.....									1	3		1		1		6
University Heights.....									1	8						9
Music Teacher.....			1													1
Writing ".....				1												1
Total.....	1	1	4	2	1	1	1	5	9	11	102	11	9	13	16	187

Mr. Harris, Superintendent of the schools of St. Louis, well says in regard to cost of instruction—

“Tuition is a small item in the cost of the education of our children, compared with the cost of board and clothing, or of that endless parental care and anxiety lavished without stint in order that our sons and daughters may inherit all the culture which our generation received as its heritage, or has accumulated by its own industry. Each child of school age costs the community from \$200 to \$500 per year, and it would be the height of absurdity to waste one-half of the possibilities of growth and culture, furnished at such an expense, through an attempt to save five or ten dollars in the cost of tuition.”

MUSIC.

The following Report of the Standing Committee on Music was submitted to the Board of Education at the second regular meeting in January, 1869. It is printed herewith, as the basis of the plan which has been adopted for prosecuting the work of musical instruction in our schools.

Though the report was adopted on the evening of its presentation, it did not go into effect till the opening of the schools in September. The success of the whole scheme depended upon the selection of a teacher, and we were in no haste to imperil it by choosing one who could not comprehend or carry it to a successful issue. About the time mentioned, Mr. N. Coe Stewart, of our own city, was finally persuaded to take hold of the work, and at once entered upon the discharge of his duties. He had to organize and direct the teaching of eight thousand pupils, to see that every one was regularly and systematically taught by one hundred and sixty different teachers, some of whom could not sing, most of whom knew nothing of music as a science, and among whom, it is safe to say, not more than ten had ever given a lesson in music before. During school hours he had to teach at the High Schools and in the higher classes of the Grammar Schools. Out of school hours, at regular meetings, and as opportunity occurred, he had to teach the teachers.

The task assigned Mr. Stewart was not an easy one; but we believe that we only pronounce the judgment of the Board of Education, and of all concerned in the management of the schools, including those keenest of observers—the teachers themselves—when we say that the work of the year has been a gratifying success. That it should have been uniformly so was not to be expected; but it has been remarked, as a rule

having very few exceptions, that the average success of teachers in the other studies of the course determines their success in teaching music. This is true even in the case of many teachers who themselves are but indifferent singers.

The progress of the High Schools, and of the higher classes of the Grammar Schools, has been remarkable. The formation of glee clubs among the pupils testifies to the interest which has been excited in this delightful art. At the last Commencement exercises, for the first time, I am told, within fifteen years, the pupils were able to contribute to the interest of the occasion by several grand choruses.

What has been said by the Boston "School Committee" in regard to music in their schools, may well be said of it as taught in our own:

"Music, as conducted in our schools, exerts now an elevating and refining influence through the whole process of education. It is not only the cultivation of one of the most marvelous and beautiful gifts God has bestowed on His children, but it is more than this—it is an actual help in the development and culture of all the other faculties. The whole mind moves with greater ease and success because of the influence thus exerted. The mental faculties are sympathetic; the spirit of music, blending with and flowing through all, like subtle magnetic life. It is more than a mere pleasure, even when pursued as a recreation. According to the etymology of that word, it may become re-CREATION—melody, with the breath of life, RE-creating the whole nature.

"What a new interest does the cultivation of music in the schools throw into the associations of home! How many firesides possess, through this gift, an added charm! Separate as

the schools are from the Church, it is pleasant to remember that every Church, and the Sunday School connected with each Church, has the advantage of all the knowledge of music that has been thus gained. The correct ear and disciplined taste, united with the well-developed and richly-modulated voice, has come from the school. Thus a new power has been unconsciously introduced from the school into the sanctuary, kindling into fervor the services of the house of God. Whenever the voice of the great congregation unites in anthems of praise—in that full tide of melody, sweeping onward like the waves of the sea, we have one of the grand results of the teaching of music in our Public Schools.

“So, also, the perceptible growth of a truer musical taste in the community, and the increasing desire for a higher order of music, have come, in part, from the same source, and will doubtless show themselves more and more.

“The constant, systematic, thorough teaching of music to more than twenty-seven thousand children, in every walk of life, through a whole city—and that persistently, from one generation to another—must produce an influence for good which cannot but be widely and deeply felt.”

The following is the Report of the Committee to which we have referred:

REPORT OF THE STANDING COMMITTEE ON MUSIC.

To the Honorable Board of Education of the City of Cleveland:

Your committee would respectfully call the attention of the Board to the fact, that during eight months of the current school year, no teacher of music has been employed, and the instruction given has been confined to a very few schools, where the teachers have themselves given lessons to their pupils, or more frequently, simply taught them to sing a few songs.

It is not necessary for your committee to urge upon the Board the value to our schools of instruction in vocal music. Its important bearing upon the progress made in the regular studies, the increased interest felt by the pupils, the life, energy and animation it infuses, and the remarkable extent to which it promotes discipline and good order, are evinced at once to every careful observer, and are now generally acknowledged.

Evidently there are two methods in which we may cause instruction in music to be given in our schools. One is, to employ one teacher to divide his time among our one hundred and sixty schools—spending twenty or thirty minutes in each, as often as its turn may come, which will be at intervals of two or three weeks—endeavoring, during these far apart lessons, to instill some idea upon the science of music, and spending a part of each lesson in singing with his class. This has been in effect the course heretofore pursued. The results have been what we have all witnessed, and what was to have been anticipated from means so utterly disproportioned to the work to be done. As thus pursued, the study was irksome and distasteful to the pupil, and few made any valuable progress.

Another method, and your committee think the true one, is to make instruction in music a part of the daily lessons in each school, and to bring to its study the directness, precision, method, accuracy and perseverance required in other branches, graduating the instruction in each grade to the capacity of the pupil.

We base our judgment of the result which may be expected to follow upon those attained elsewhere. Every pupil of average ability, while acquiring a common school education, will obtain a knowledge of the science of music, and be able to read written music readily, while ninety per cent. will become fair singers. The progress made in the other branches will not be retarded, but rather promoted by the time given to music.

If this be the true course, how shall we provide the necessary instruction? To teach but fifteen minutes each day, in every school, would require the employment of eight teachers of music, but this is out of the question.

In the judgment of your committee, if instruction in music is to be made effectual, it must be by precisely the same teachers and the same

methods in which all other branches are taught, and as most of our teachers are unacquainted with music, it follows that they must be pupils before they can become teachers.

Upon a careful canvass of this subject with experienced teachers of music and those accustomed to instruct Normal classes, we are convinced that there are no serious difficulties in the way of communicating to our teachers such a knowledge of music as shall fit most of them speedily to become teachers in all the lower grades. The difficulties in the way of the few who will be unable to sing can be met, in many cases, by exchange with other teachers.

Your committee, therefore, respectfully recommend that one teacher of music be employed, and that for the present his time be largely given to the instruction of classes of teachers, under the direction of the Superintendent and the Standing Committee upon music.

A. G. HART, }
E. P. HUNT, } *Committee.*
J. BELL, }

HEALTH OF SCHOOL CHILDREN.

The complaints which are so frequently made, that the Public School system has a deleterious effect on the health and physical development of the children who attend them—if not generally unjust—certainly apply to the schools of Cleveland with less force than to the schools of almost any other city in the whole country. Our hours of instruction, except in the High Schools, are less than those of any other city within our knowledge, less by an hour in the Grammar and higher Primary grades, and less by two hours in the lowest Primaries.

There may be some doubt whether the complaint, as a common thing, has any good foundation in fact, if it be laid, as it usually is, against the tasks and studies of the schools. The exercise of the mental faculties is as natural to the child as the exercise of his limbs. It is the characteristic which mainly distinguishes him from the young of the lower orders of animals, and it would be strange if it were prejudicial to healthy growth. That our

boys and girls are paler, and that they weigh less than boys and girls of the same age brought up to out-door labor, would indeed seem to justify an opposite conclusion; but I would respectfully submit that such a view of the subject is altogether too superficial to justify the respect of a thoughtful man. In the recent war of the Rebellion, and in the French and Prussian war, which called to the ranks alike the student and the farm-boy, it was observed that the educated man withstood the fatigues and privations of the campaign better than his less educated comrades. If confirmation of so uniform results of observation so extended were necessary, the statistics of life insurance companies may certainly be adduced as conclusive proof of the superior vitality of the educated classes, or, in other words, of those who have spent most years at study.

I am not disposed to deny that there are many ill effects springing from protracted confinement in the school room; but there are causes for complaint more palpable and stronger than the overtaking of the brain. Careful scientific investigation and the observation of experienced physicians alike prove that the mephitic atmosphere of unventilated apartments is very injurious to health. It has been asserted, and as yet the declaration goes unquestioned, that in large cities from one-third to one-half of the mortality is attributable to bad air. While, then, our school rooms are so poorly ventilated as they are, why need we go further to discover the causes of the lassitude and other more active, though perhaps not more dangerous, forms of disease which at times overcome our children? Why not remove this cause, and when that is eliminated we may detect other evils, which in their turn may be successively corrected.

But, further still, would it not be well to inquire whether the school rooms, the teachers, or the studies and exercises of a

common school course are even mainly to blame for the headaches, the fevers, the mental and physical prostration of the children who are sometimes withdrawn for fear of the evils of over study, and of abnormal mental excitement. Have bad habits of diet, unhealthy articles of food, insufficient clothing, instant transitions from overheated rooms to an atmosphere below the freezing point, injudicious domestic practice in case of slight attacks of disease, unhealthful mental and moral stimuli applied by thoughtless parents, evening parties, late hours, novel reading, &c., &c.—have they all lost their influence upon school children? In some of the cases of children taken from school on account of the evils to be apprehended from overtaxing the brain, the work of the schools is doubtless to blame, but not always, nor in a majority of cases. When they are to blame, there is often more serious blame lying at the door of the parents, who send their children to school when they ought to be under the physician's care.

In a matter of so great importance as this, it is the interest of parent and teacher alike to discover the truth, and then to act up to the best light we have. There is one thing, however, for which we all petition our Boards of Education, with one accord. Give us pure air in the school room.

OLD SCHOOL REPORTS.

That they may not be wholly lost, we insert on a following page a reprint of "The First and Second Annual Reports of the Board of Managers of Common Schools," of the City of Cleveland, being for the years 1837-8 and 1838-9. We are indebted for the slip of the newspaper in which they were originally published, to Mr. Silas Belden, who, it appears, was then chairman of the Board. It is to be regretted that it is now wholly impossible to collect a complete set of these reports.

NORMAL INSTITUTE.

For the last four years a Teachers' Institute has been held each year, preparatory to the opening of the schools in September. The first was held one week; the second, through inability to procure the proper instructors, for two days only. The third, the one preceding the last, was one of two weeks, and of unusual interest and profit to all concerned. The teachers on that occasion were all eminent in their respective departments—Mr. Lewis B. Munroe, of Boston, in Reading and Vocal Gymnastics; Mrs. Mary Howe Smith, of New York city, in Geography and History; Miss M. S. Cooper, of Oswego, in Language and Object Lessons; and Mr. Poucher, of Oswego, in Arithmetic. The advantages springing from these Institutes soon became known to teachers of the towns and cities in this quarter of the State, and they attended them in considerable numbers. The instrument by which they could be made generally useful presented itself in the "North-Eastern Ohio Teachers' Association."

In November, 1869, this Association was formed, and thenceforward held regular meetings in the city of Cleveland, at the session room of the Central High School. It having been represented in that Association that the Course of Study adopted in this city a short time before, had been substantially adopted in several other towns and cities in this quarter of the State, it was determined to revise it, so that it might be equally adapted to the use of all. This was accordingly done. It then became necessary to give it "permanency and efficacy, by familiarizing teachers with its plan." The following minutes, from the records of the Association, set forth its subsequent action:

At a meeting held March, 1870, it was

Resolved, That it be proposed by this Association to the towns and cities in North-Eastern Ohio, that an Institute be held in Cleveland,

commencing August 29th, and continuing two weeks, the object of which shall be the preparation of teachers for the special work of the several grades of the schools thereof; and that the towns and cities be requested to unite in this enterprise and contribute one dollar for each teacher employed in their schools, for the payment of the necessary expenses.

A Committee on Teachers' Institute was then appointed. Messrs. C. L. Hotze, of Cleveland, S. Findley, of Akron, Thos. W. Harvey, of Painesville, H. M. James, of Cleveland, and C. H. Roberts, of Geneva, were appointed on said committee, and entrusted with the task of working out a *modus operandi* for the Institute.

At the next meeting, in June, the committee laid the following programme before the Association:

The committee entrusted with drafting a plan for the Teachers' Institute to be held in the Central High School rooms of this city, from August 29th to September 9th, inclusive, are of the opinion that the subjects to be taught in the Institute should be the most important among those of the Course of Study recently adopted by this Association, and already introduced in the schools of the neighboring towns—Arithmetic, Language and Grammar, Geography, Object Lessons, Penmanship, Reading and Singing.

The committee have classified the eight grades of our Primary and Grammar Schools into four classes—the teachers of D and C Primary grades to constitute the fourth class of the Institute; B and A Primary to constitute the third; D and C Grammar grades to constitute the second; and B and A Grammar to constitute the first.

The programme of the daily exercises to be as follows:

FOR THE COMMON SCHOOL BRANCHES.

A. M.	I.	II.	III.	IV.
8:50— 9:30	Language.	Singing.	Penmanship and Reading.	Arithmetic.
9:35—10:15	Penmanship and Reading.	Geography.	Arithmetic.	Singing.
10:35—11:15		Penmanship and Reading.	Object Lessons.	Language.
11:20—12:00	Singing.	Object Lessons.	Language.	Object Lessons.
P. M.				
2:30— 3:10	Object Lessons.	Arithmetic.	Geography.	
3:15— 3:55	Arithmetic.	Language.	Singing.	Penmanship and Reading.

FOR THE HIGH SCHOOL BRANCHES.

Teachers of High Schools are divided into four classes.

A. M.	I, II.	III, IV,
8:50—9:30	Trigonometry and Surveying.	Grammar.
10:35—11:15	Botany.	Latin.
9:35—10:15	History.	Algebra.
11:20—12:00		Geometry.
P. M.		
2:30—3:10	Astronomy.	Object Lessons.
3:15—3:55	Geology.	Arithmetic.

This report was unanimously adopted, and the committee requested to send out circulars to the Boards of Education and Superintendents in the several cities and towns within the district of the Association.

A committee of reception—Messrs. James, Forbes and Day, of Cleveland—was entrusted with the care of procuring boarding-places for the teachers from abroad. During vacation numerous answers to the letters of invitation were received; also applications from many teachers who desired to attend, although their Boards, for some reason or other, had failed to make provision for them.

On the appointed day, August 29th, about three hundred and fifty teachers assembled, and, being divided into the classes indicated in the programme, passed to their respective rooms, which they kept during the entire session of the Institute. Printed cards, containing the programme of daily exercises, the plan of classification of the teachers, the assignment of rooms and minor details, were distributed, and the work was commenced.

THE CORPS OF INSTRUCTORS.

For the Common School Branches.—Thos. W. Harvey, Painesville, English Grammar; Mrs. Mary H. Smith, New York, Geography, and Object Lessons for III and IV, and U. S. History for I; Miss M. S. Cooper, Oswego, Language for III and IV, and Object Lessons for I and II; Alex. Forbes, Cleveland, Arithmetic; A. P. Root, Cleveland, Arithmetic; N. Coe Stewart, Cleveland, Singing; A. J. Rickoff and W. Higley, both of Cleveland, Reading.

For the High School Branches.—S. G. Williams, Cleveland, Surveying, Latin, Geology, etc.; Warren Higley, Cleveland, Algebra; C. L. Hotze, Cleveland, History, Physics and Composition.

It was designed to omit any further notice of this Institute, for the reason that an adequate account of it would occupy more space than it seemed judicious to allow. I have been advised, however, by members of the Board of Education and others—inasmuch as it is a subject of just pride not only to the City of Cleveland, but also to all those towns and cities of this section of the State which took part in it, and inasmuch as it has excited great interest in other quarters of the State—that it should receive the attention to which its real importance justly entitles it. In accordance with these views, and as most useful, I give a synopsis of the Course of Instruction pursued by each teacher, as reported, by special request, to the State Commissioner of Common Schools.

From the Seventeenth Annual Report of the State Commissioner of Schools.

SYLLABUS OF INSTRUCTION.

COMMON SCHOOL BRANCHES.

ARITHMETIC.—(ALEXANDER FORBES.)

FOURTH CLASS.

Fourth Grade Primary Schools—Course of Study.—"Concrete numbers, counting with and without objects to fifty. Addition, subtraction, multiplication and division of numbers. No number to be introduced greater than twenty. Notation of tens taught objectively. No exercises involving two or more different processes to be required."

Third Grade Primary Schools—Course of Study.—"Exercises, mental and written, in addition, subtraction, multiplication and division of abstract and concrete numbers to eighty-one. Notation and numeration of hundreds, tens and units, illustrated objectively. Roman numerals to L."

Method.—Let the children acquire a clear conception of number by presenting objects and having the children select the same number of similar objects, then the same number of various other kinds of objects.

The objects then are to be numbered one, two, three, etc. Next is to be presented the *representative* of number, or the use of the arithmetical character.

The pupil is to make tables of addition, subtraction, multiplication, and division, with the use of objects; afterwards abstractly as far as fifty. The notation and numeration of hundreds, tens and units was illustrated with the use of objects. In all this, habits of clear expression, of correct statement of concrete problems, and of making good figures, were insisted upon.

THIRD CLASS.

Second Grade Primary Schools—Course of Study.—"Addition and multiplication continued. Subtraction illustrated objectively. Exercises in subtraction, minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single-step reductions (descending) on such parts of tables as may be derived from object lessons."

First Grade Primary Schools—Course of Study.—Exercises in addition, subtraction, multiplication and short division. Reductions to correspond to object lessons. Simple calculations of surfaces of rectangles, base and perpendicular height being given, and of the contents of parallelopipeds, dimensions not to exceed ten. Applications to reductions of fractions, and single-step reductions of compound numbers to correspond with object lessons. All concrete examples be analyzed."

Method.—Review of the work of the first two grades. The elementary rules of written arithmetic. The pupils must now thoroughly learn the law of increase and decrease by ten. For this purpose they should be taught to read numbers as units, tens or hundreds, etc. Thus 11111 might be read as "eleven thousand one hundred and eleven" units; as "one thousand one hundred and eleven tens and one over;" that is, "one-tenth of ten over;" as "one hundred and eleven hundreds and eleven over," or "one ten and one unit over;" then by *reduction* it may be shown that the "one ten" is "one-tenth" of the one hundred, and the one unit one hundredth of the hundred; and, lastly, by *reduction* and *addition*, that the eleven units make eleven hundredths of one hundred, etc. Show multiplication as a substitute for several additions of the same number. The analysis of subtraction by reductions of the minuend to be illustrated by representing the hundreds, tens and units employed by the denomination of our money—dollar, dime and cent. Insist upon the analysis of every step in multiplication and division. Reduction of denominate numbers was presented as far as required by the course of study; reduction of mixed numbers to improper fractions and of improper fractions to whole or mixed numbers was presented by analysis; also the computation of areas of rectangular surfaces and the solidity of parallelopipeds.

SECOND CLASS.

Fourth Grade Grammar Schools—Course of Study.—"Long division. Principles of numbers. Federal money. Identity of this system of notation with the decimal system. Reduction, addition and subtraction of compound numbers. Cancellation, cloth and beer measure to be omitted."

Third Grade Grammar Schools—Course of Study.—"Multiplication and division of compound numbers. The subject of factoring. G. C. D. and L. C. M. Development of fractions, terms, simple, proper and improper fractions; principles of fractions; reduction to lowest terms; compound to simple; common denominator, addition, subtraction, multiplication, division and review of fractions of simple numbers."

Method.—In long division, the work of analysis commenced in the previous grade is to be continued, and the pupil led to name the denomination of each quotient figure before he determines the figure. The identity of the notation of Federal money with the system of decimal notation to be carefully illustrated. In reduction, where great vagueness usually prevails, extreme care must be taken to show that the multiplicand is not the number of the denomination to be reduced; thus, in changing 7 bushels to lower denominations, 7 bu. is not the multiplicand—else the product would be bushels, and there would be no reduction; but the multiplicand is 4 pks., and these 4 pks. are multiplied by 7—the number of the denomination to be reduced. The product is 28 pks.—the same denomination as the multiplicand, and in a denomination lower than first stated; and so on, throughout the entire reduction. Thus, in reducing 3 bu. 2 pks. 2 qts. to pints, the successive multiplicands are 4 pks., 8 qts., 2 pts.—and not 8 bu., 14 pks., 114 qts. The process is as follows:

3 bu. 2 pks. 2 qts. to pints.

(1.) 1 bu. = 4 pks.

3 bu. = 4 pks. $\times 3 = 12$ pks.

12 pks. + 2 pks. = 14 pks.

(2.) 1 pk. = 8 qts.

14 pks. = 8 qts. $\times 14 = 112$ qts.

112 qts. + 2 qts. = 114 qts.

(3.) 1 qt. = 2 pts.

114 qts. = 2 pts. $\times 114 = 228$ pts.

3 bu. 2 pks. 2 qts. = 228 pts.

"Multiply the highest denomination given by that number of the next lower which makes a unit of the higher," &c., is not a correct rule for reduction descending, as no *reduction* can take place by following it.

It must be carefully pointed out, in finding the area of surfaces, that the area is not the product of *linear* units by *linear* units, but the product

of a *square* unit taken a certain number of times; thus, the area of a surface 4 ft. long and 3 ft. wide = 12 sq. ft., not found, however, by multiplying the 4 ft. of length by the 3 ft. of width, but as follows:

1 ft. long, 1 ft. wide = 1 sq. ft.

4 ft. long, 1 ft. wide = 1 sq. ft. $\times 4 = 4$ sq. ft.

4 ft. long, 3 ft. wide = 4 sq. ft. $\times 3 = 12$ sq. ft.

And so in finding the solidity of a regular solid.

In the presentation of the whole subject, Mr. Forbes earnestly recommended that addition and multiplication be taught first, and not reduction, so called. The object is to enable the pupil to get familiar with the single-step reductions before writing them continuously for the reduction of a quantity from the highest to the lowest at one time.

G. C. D. and L. C. M. are mainly treated by the factoring method. In fractions the finding of the L. C. D., and the unchanged value of the fraction, should be presented in the same analytical way that the preceding work was done. The same in the reduction of a compound fraction to a simple one, as being a problem to find what part of the *whole* a part of a *part* of it is. Multiplication of a fraction by a fraction was presented as a compound fraction; that of a whole number by a fraction as a *division* instead of a multiplication, and the only real case of multiplication of fractions to be when the fraction is *multiplied*, that is where the multiplier is an integer.

FIRST CLASS.

Second Grade Grammar Schools—Course of Study.—"Decimals, simple and compound; their relations to common fractions to be kept in view. Ratio and proportion and aliquots; percentage to interest, with review of arithmetic as far as studied."

First Grade Grammar Schools—Course of Study.—"The whole subject completed and reviewed, omitting permutation and alligation alternate."

Method.—Time proved too limited for the amount of work to be done in these grades. Mr. Forbes could present only division of common and decimal fractions, the identity of process in the reduction of integral denominate numbers and that of common and decimal fractional numbers of the same denomination, the subject of percentage, as used in commission, insurance, &c., ratio, and single and compound proportions. To state how each of these subjects was treated would require more space than properly belongs to this report.

OBJECTS.—(MRS. MARY H. SMITH.)

In Classes IV and III, the following topics were discussed:

1. The general objects aimed at in all school work;
2. The general principles of pedagogy which should underlie and control the methods employed in accomplishing those objects;

3. The place and value of *object lessons* as one of the instrumentalities used;

4. The kind of exercises to be given, and the proper subjects for lessons, in a course of object lessons adapted to the various grades of the Primary School;

5. The manner of conducting lessons upon the subjects selected, in each grade, so as to secure the precise mental exercises adapted to that grade.

The method pursued in these discussions, and also in those upon the subjects of Geography and United States History, was the following: A series of questions was proposed by the instructor, and answered by the class; the series being so arranged that the answer elicited to each question should become the basis of the next one proposed. Thus the class were engaged in independent thought upon each point, and thus, each principle laid down could not fail to receive the approval and support of all, since it was the product of their own mental action, brought to bear by the instructor's question, upon the point under consideration.

(Miss M. S. COOPER.)

In the work in "object lessons" with the teachers of Classes I and II, an effort was made to discuss plans of lessons for considering various subjects and various points in regard to different subjects. As the subject of "object lessons" had not previously been fully wrought out in the lower grades, the pupils under the charge of the teachers of the Grammar Schools were not able to begin with advanced work; hence, *first*, some of the more simple work was considered, as a few lessons of that character would have to be given in each grade.

For this work, lessons in which children are called upon to discover and state the qualities and uses of objects, how the qualities are discovered, the dependence of qualities upon each other, and also, of uses upon qualities, and lessons requiring comparison of objects, were presented, and the plans for giving such lessons discussed. Subjects appropriate for lessons of these kinds were also selected.

Lessons upon the *manufacture of objects* were considered in general, and lessons upon the manufacture of *leather* and of *paper* were discussed in detail, both as regards the *matter* and the *method*. An effort was also made to show how lessons of this character could be used in *all* the grades, touching upon only the more simple *processes* and *changes* in the "*Fourth Grade*," entering more and more into details as the higher grades are reached, especially requiring more reasoning out of results, as well as more detailed work in regard to the machinery used. Subjects for lessons of this character were also selected.

As "object lessons" are expected to include, not only lessons on the more common objects *known as such*, but also lessons on plants and animals, attention was also given to *them*. Two or three lessons upon as many different animals, were presented and considered with regard to description of parts, disposition, habits, including mode of life, food, and peculiar actions or traits and adaptation of structure to habits. Plans for giving such lessons were discussed, both with reference to domestic and foreign animals. After this work was completed, a few lessons, in which the pupils are led to classify animals according to characteristic features were presented, and also the *method* for giving such lessons.

With reference to lessons upon plants, it was merely stated that the work in them is similar to that in lessons upon animals, both with regard to lessons upon the individual plants, and also those including classification. (More could not be done on account of limited time.)

In addition to considering all these lessons simply as "object lessons," some time was spent in presenting different plans that might be adopted, so that the *matter* wrought out in each lesson could serve as a basis for a *composition exercise*.

LANGUAGE.—(THOS. W. HARVEY.)

FOURTH CLASS.

Fourth Grade Primary—Course of Study.—"Attention to be paid to pronunciation, and the correction of common errors in the use of language."

Method.—The work of this grade can, for the greater part, be only incidental, introduced in connection with class exercises in all subjects, at the hours of recitation. The teacher should take advantage of any opportunity that offers to lead the children to notice, and if possible, to correct errors in pronunciation, use of words, or style of expression; also, to increase the children's vocabulary, by giving new words after the children have gained the ideas these new words express. (This incidental work should be continued through all the grades.)

Third Grade Primary—Course of Study.—"Putting words into sentences, discovering new words with use of pictures, etc."

Lead children to form sentences from words with the use of which the pupils are familiar, as names of things, words expressing qualities easily discovered and those expressing actions of domestic animals. No effort was made to discuss how to teach the children the names of such words, but simply the combining of them to form sentences. The *object*, *quality*, or *action* should be *presented*, and by questioning, the children should be led to form statements in regard to it. Attention to be paid to the use of capitals and the period; the method of teaching the use of these was here introduced. Lessons in which the pupils are called upon to describe pictures, thereby learning new words, and to state their description in sentences, were also discussed.

THIRD CLASS.

Second Grade Primary—Course of Study.—"Same as in third grade, with modifications to denote time, place, degree, etc."

Method.—Many exercises similar to those used in the third grade. Lessons requiring combinations of short elements, thus forming longer sentences, and the use of the comma and "and" in sentences like "*That flower is fresh, fragrant, and beautiful.*" Lessons requiring discrimination in the use of words, especially of those expressing qualities. Lessons leading pupils to form sentences with words, expressing time, place, degree, and manner. Lessons in which statements must be enlarged by the children's adding words or phrases.

First Grade Primary—Course of Study.—"Name-words, action-words connected with the idea of past, present and future; the simple statement, with *have, be, and other verbs*; quality-words; the name-word modified; quality-word modified; number-word; limiting-word; action-word modified to denote *where, when, how, and what.*"

Method.—The work of this grade consisted mainly of discussions regarding the teaching of the definitions of name-words, action-words, etc., and of their use in forming statements. The limits of this report exclude the lengthy details of these discussions.

SECOND CLASS.

Fourth Grade Grammar—Course of Study.—"Nouns—number, gender and classes of; verbs—number of; adjectives; adverbs. The element, a word; the element compound; conjunction—co-ordinate. The element, a group of words; phrase; proposition. Arrangement of words in the statement. Pronoun—person of; case—nominative and objective; of pronouns, with verb, with preposition, nominative and objective; cases of nouns with verb and preposition. Copula with eleven forms of verb *to be*. Verbs—transitive and intransitive; number and person of verb."

Third Grade Primary—Course of Study.—"The word elements, principal and subordinate, subject, predicate; members of compound sentence; adjective element—a word; classification and comparison of adjectives; possessive case of nouns and pronouns. Adverbial element—a word, classification and comparison of. The element, a phrase; the phrase, adjective and adverbial. The element, a modifying clause. Subordinate conjunctions; complex sentences."

Method.—(a.) Teach one thing at a time, and that thoroughly.

(b.) Illustrate everything the pupil is required to learn in any given lesson, when assigning that lesson.

(c.) Teach the parts of speech in connection with the analysis of sentences.

(d.) Teach thoroughly how to identify *all* the parts of speech before calling attention to any of their properties or modifications.

(e.) Teach the classes into which the noun, verb, etc., are divided, as nouns into common and proper nouns, while teaching the parts of speech.

(f.) Teach the properties or modifications of the parts of speech, one by one, and apply in parsing only those properties to which the attention of the pupil has been called.

(g.) Fix firmly in the mind of the pupil the fact that the *use*, and not the *form* of a word determines its classification.

FIRST CLASS.

Second Grade Grammar—Course of Study.—"Relative pronoun; conjunctive adverbs; verb—tense and mode; interrogative words. Review of subject as far as studied."

First Grade Grammar Course of Study.—"Abridged forms, apposition, phrases for clauses, participles, case absolute, interjections; complete analysis of sentences; punctuation. Review."

Method.—(a.) In the analysis of sentences require the following order to be observed:

1. Define the example as a sentence;
2. Name its kind;
3. Point out the subject;
4. Point out the predicate and copula;
5. Point out the modifiers of the subject and their modifiers;
6. Point out the modifiers of the predicate and their modifiers, naming first the objective, secondly the adverbial modifiers;
7. Always point out the modified term first, and then state that it is modified by "—" etc.

(b.) In the analysis of compound sentences point out the members in the order of their position, and then analyze each member as a simple or complex sentence.

(c.) In the analysis of complex sentences, point out first the principal and subordinate clauses, determine the use of the subordinate clauses as modifiers in the analysis of the principal clause, and then analyze the subordinate clauses.

(d.) In class instruction, whenever there may be difference of opinion as to the application of a modifying word, phrase or clause, agree upon some meaning which the sentence *may* express, and then analyze. This being done, show the different meanings which may be given to it by a different application of the modifier or modifiers.

GEOGRAPHY.—(MRS. MARY HOWE SMITH.)

SECOND AND THIRD CLASSES.

Primary and Grammar Grades.—"In Geography the attention of the teachers was directed to the most effective methods of treating those portions of the subject belonging to their grades. The object aimed at

was to show how to create, on the part of the pupil, mental activity and interest in the study of this subject, and to impress permanently upon his memory the subject matter assigned for his study.

"The teachers of First Grade Primary considered, *first*, the method of conducting those exercises which prepare the young pupil for the intelligent study of a text-book suited to the higher of those grades; *second*, they considered methods of conducting, in a primary class, the different kinds of exercises connected with the use of a text-book by the class. The object aimed at in the exercises suggested was to show the pupil how to study a text-book, and to secure to him a thorough and intelligent knowledge of the subject matter presented by his author."

SINGING.—(N. COE STEWART.)

FOURTH CLASS.

D Primary—Method.—At first the pupils imitate the teacher. They sing several sounds, as one, two and three of the major scale, or a few words to different sounds. Continue this until they can sing any one sound they may hear, which is within the compass of their voices. All through the year little songs, good and pure, should be taught by rote. As soon as the entire school can sing in imitation of the teacher, let each pupil sing alone before the class. Make it a rule that whatever is done by the entire school should also be done by each pupil alone. Comparison of sounds; pupils must learn to distinguish between high and low, long and short, soft and loud sounds. Build up the scale; introduce *measure*. During the year the first five sounds of the scale should be learned. Learning the scale means that each pupil can sing the sounds by syllable, and can, on hearing a sound, tell immediately from which member of the scale it sprang. Staff, three lines. They should be able to read, by name or syllable. *readily*; one being represented by either line or space. Measures, parts, and part of a measure; long and short sounds; each pupil must sing these, when called upon, alone. Long and short notes and rests, and their uses. Beating time, keeping any rate the teacher may give; explanation of bars, etc.

Teachers should learn to comprehend the use of music, and enter into the work heartily, and consider it as something that is essential.

C Primary.—Review previous grade. Be certain that the pupil understands measure, parts and part of a measure; beating time; difference between a beat and a part of a measure; short and long sounds; accent; a tempo; scale; principles of reading; uses of notes; rests and repeat-marks.

New work: six of the scale; three-part measure, longer sound, note and rest. Singing, imitating the teacher. Bear in mind that in every grade *each* pupil must be able to do the work of the grade.

THIRD CLASS.

B Primary.—Review of previous grade. Complete the scale. Four-part measure. Longest sound, note and rest; practice the singing of two sounds at a time, preparatory to two-part songs. Imitation exercises.

A Primary.—Names *double, triple, and quadruple*. Similar scale above and below, telling from usual signatures where one is represented. Writing notes as teacher sings, and dictation exercises.

SECOND CLASS.

D Grammar.—Sharp four and flat four. Classification into properties and departments. Sextuple measure; terms *piano, mezzo*; and commence voice-cultivation theoretically.

C Grammar.—Sharp six and flat seven; shorter sound note and rest. Names of notes, whole, half, etc. Classification of measures into primitive, derivative and compound forms.

FIRST CLASS.

B Grammar.—Dotted eighth note and rest. Commencing times with last half of a part of a measure. Names, major and minor scales, and general intervals, as seconds, thirds, etc.

A Grammar.—Shortest sound; sixteenth note and rest. Intervals of major and minor scales; finish chromatic scale; three-part exercises and practice.

WRITING.—(A. P. ROOT.)

FOURTH CLASS.

D Grade Primary.—Position. The slanting straight line and spacing. The letters i, u, w, n, m, x, v, o, a, e, c, r, s, single and in combination. In the third term continue position and pen-holding; add letters t, d, p, q, h, k, l, b, j, y, g, z, f, single and combined. Review the former letters.

C Grade Primary.—Practice word and sentence-writing. Begin capital letters; copy slip-writing with lead pencil.

OTHER CLASSES.

The use of the books of any series progressively illustrated and explained.

In the latter portion of Class Fourth, and all through Class Third, give special attention to *position, pen-holding, slant, spacing, shape, forms, and analysis*, both of single letters and words: in Classes Second and First, to *movement or execution*, and arrangement. The four steps in teaching writing are: to *know*, to *execute*, *criticise* and *correct*. In classes where sentence-books are used, explain first the copy carefully, then require the pupils to criticise their work on the following points: Length of line and space between words; then write a few lines and correct those faults. Next criticise space between letters; slant and distribution of shade. Take no more than two of these points in a lesson.

READING.—(A. J. RICKOFF.)

FOURTH CLASS.

Methods.—Alphabetic, word, phonic, phonetic.

The *Alphabetic* commonly rejected in the best schools. The child learns to read by it, because—1st. In using it he is brought constantly to the inspection of words which are thus learned by form as in the word method; 2d. By constant use the powers of the letters are gradually perceived. The name of the letter useless; illustrations. The *word* method extensively adopted; objection to it; the key to new words not mastered. The phonic method, in which the sounds of the letters are used instead of their names; objection to this method in our language; various sounds to same letter; the phonetic method (Leigh's), in which the letters are so varied in form that each character indicates its own power or influence in the pronunciation of the word. The last the best. Why? Would require a change of books, which is sometimes impossible. In such cases the word method and phonic recommended in combination.

Phonic and Word Method, how used. Printed or written words, from one to twenty, to be first introduced and learned. For the commencement, one is best. Pupils to be led to detect the sounds of the same by slow and distinct pronunciation. Attention directed to the letters as indicating the sounds. These to be used as keys to the pronunciation of new words. Children to be familiarized by much practice with words thus made out (word method). Various exercises to facilitate this. The construction of sentences involving the words to be learned. Daily exercise should be had in making out new words, that the pupil may acquire facility in the process. *Never pronounce for a child a word which he can be led to pronounce for himself.*

Advantages.—The child discovers as much as possible for himself. Frequent analysis of words leads to frequent and careful exercises in articulation, which are peculiarly necessary in our country, populated as it is by people coming from every quarter of the globe.

The use of a sentence instead of a single word suggested where teachers have been practiced in the phonic method. Pupils may be led to speak some simple sentence containing words easily analyzed. The one best adapted to use may then be selected and printed on the black-board. This may then be read by the teacher, and the pupils practiced upon it, till they learn one word from another. By slow and distinct pronunciation, they may be led to analyze the words of the sentence, one after another; then have their attention directed to the characters which indicate the sounds. This method requires more experience and skill than the other. It was also suggested that the script character might be used to the entire exclusion of the printed, for the first term or two. Some advantages pointed out.

The use of the blackboard commended as more lively than the use of cards. Cards necessary as a stepping-stone to books.

During the progress of this series of lessons, lessons were given to teachers on the sounds of letters, phonic analysis, enunciation, articulation, etc. Lessons as practical illustrations were given to children in the presence of teachers. Criticisms followed some of the lessons.

Use of the Book.—All the words used upon the first four or five pages of the Primer, or First Reader, should be thoroughly learned before the book is put into the hands of the children. Just before they open the book they should review all the words used in the first lesson. Then, opening the book, they should be encouraged to find out and tell what the first line says, and perhaps some be called upon to come and read it in a low voice to the teacher, so as to be unheard by the other pupils. Finally, they should be called upon, one by one, to read aloud. This is an interesting exercise provided care be taken not to use the sentences of the reader in the previous blackboard exercises.

Cautions.—No sentence upon the blackboard or in the book should be permitted to be read with careless pronunciation or monotonously. Concert reading to be resorted to, but its faults to be carefully guarded against.

THIRD CLASS.

The lessons in this class were devoted to methods for training children in distinct articulation. Four only were given. Stow's Training system was explained, its usefulness demonstrated, and its faults pointed out.

HIGH SCHOOL BRANCHES.

BOTANY.—(Prof. S. G. WILLIAMS.)

Recommended, that, after learning the general structure and parts of plants, illustrating every point with living specimens, the remainder of the technical terms used in botanical descriptions, should be left to be learned by use in the actual study of plants. The class should then be carefully trained in the thorough and systematic study of the characters of plants, with the purpose of referring them to their proper place in the botanic system. The character of each plant should be completely worked out before any use should be made of the analytic key, and when by its aid the order has been found, its character should be written out on the blackboard and so completely mastered by the aid of the first specimen examined, that any succeeding specimens belonging to the same order may be readily referred to it without the use of the key. A similar course should be pursued for genera, and, if time permits, for species also. The object should be, not to learn the scientific names of a few plants, more or less, but a proper method of natural history study. The

lessons were illustrated by careful analysis of several plants by the class, pursuing the method proposed.

GEOLOGY.—(By the same.)

After familiarizing the class with the ten or twelve simple minerals which are the chief constituents of rocks, and the ordinal classification of the animals chiefly found fossil in the rocks, (a diagram of which was presented, with a column showing in what formations they first occur,) the study of the stratified rocks should be entered on, the class being required to produce from memory on the blackboard outline geological maps, and sections of the periods and formations, making use of those signs to indicate the kinds of rocks which are used by geologists. Care should be taken to make familiar the geological deposits of Ohio, and the order in which they occur, so far as is at present known. A few characteristic fossils of each period should be so carefully studied, with specimens, where possible, or with good figures, that the pupil may draw them from memory in the class. The drawings of the pupil may not be very excellent as drawings, but they will secure a sharp and definite impression of the characters of the remembered species, instead of those vague, formless notions, which are usually not more useless than tantalizing. Special pains should be taken to accustom the class to the geological modes of reasoning on the facts presented, and of interpreting the various geological phenomena, by reference to the present operation of existing causes. Such a study of a book like Dana's Text-book should be accomplished in about two school terms of fourteen weeks each.

CHEMISTRY.—(By the same.)

The two lessons given were mainly confined to showing how a limited apparatus may be used with a few common materials in the continuous experiments which are needful for the most profitable pursuit of this study. It was recommended to make these experiments take largely the form of qualitative analysis as developing most clearly a great number of characteristic properties, and looking most definitely to subsequent practical use, while familiarizing the pupils with many reactions, which should, in all cases, be written out. Attention was also given to chemical problems, which were recommended to be much used, since they would familiarize the pupil with chemical equivalents, and prepare him for the easy use of his knowledge in industrial pursuits.

The lessons in astronomy were limited to the explanation of some points which are difficult to make clear to a class.

TRIGONOMETRY.—(By the same.)

It was recommended that for ordinary High School instruction, the study of trigonometry should be limited to plane trigonometry, all but

the absolutely necessary analytical work being omitted; instruction in the fundamental principles to be wholly oral, the class being simply supplied with trigonometrical tables; every principle, as soon as learned, to be fixed by solving numerous original or selected examples; and if instruments can be had, the class should, by field-work, be taught the applications of trigonometry by as extended and varied series of measurements as are possible.

LATIN.—(By the same.)

Recommended to be commenced with some introductory book, but that no matter should be learned until it is needed for immediate use, and can be fixed by such use; that, to this end, in connection with the first lessons on nouns, the present tenses of a few verbs, like *sum*, *do* and *habeo*, should be given orally, and the pupils practiced in using all their acquisitions as soon as made, in the construction of sentences; and that the ordinary use of all the cases of nouns and pronouns should thus be successively taught orally while the pupils are learning the tables of inflections, the syntactical rules, in all cases, being given in the language of the grammar which they will eventually use.

Taught in this way, with large use of blackboard in the reproduction of tables of inflection, and in writing out and analyzing sentences, a class of thirty could easily master the introductory book through the first conjugation of verbs, in the long autumn term of our schools, and in the residue of the year could finish the remaining conjugations and irregular verbs, and so much of the reader as is requisite to master the rules of syntax, with the exception, perhaps of some of the more special rules for the use of the subjunctive. No rule should be memorized until the relation on which it is founded is made manifest. Every sentence should be carefully analyzed on the blackboard by the class. The structure of the Latin sentence, (with the exception of the *oratio obliqua*.) and the order of arrangement of words will then be made somewhat familiar, and the class will then have acquired some dexterity in unraveling Latin sentences. With the second year, Cæsar may be commenced, special attention being now paid to the use of the *oratio obliqua*, and to the completion of the subjunctive mood. The thorough analysis of sentences should be continued, with the use of the blackboard, in writing out inflections of nouns, adjectives and pronouns, synopsis of verbs, and translations of passages in reviews. It was recommended, each day to re-read for the class the lesson of the day, aiming, while making a faithful translation, to put it into the most elegant English dress possible. Forty chapters of the First Book of Cæsar's Commentaries would be a full first term's work, and during the remainder of the year, from four to six books could be finished. Cicero and Sallust should follow Cæsar, a similar course in principle being pursued, though probably less full in

detail; and the study of Virgil should be left for the fourth year, when the difficulties of the language being mainly mastered, the peculiarities of poetic diction would present fewer difficulties.

It was also recommended, that from the beginning of the second year, weekly lessons should be given all the classes combined, in Roman history and antiquities.

COMPOSITION.—(By C. L. HOTZE, Cleveland.)

A system of composition was presented, intended for Class I, and all the grades of the High School. It comprises compositions on inanimate and animate objects, events, narrations, themes historical and rational.

Method.—(a.) The teacher must never assign objects or themes to his pupils, and require their compositions on the same, without the pupil's first acquiring a certain amount of knowledge on the subject he has to write on. The pupils should first recite on their subjects in the class. They should be required to post themselves by consulting books of reference at home, in the libraries of their friends, or in the public libraries; and they should take such notes during the perusal as will enable them to recite—either with the notes before them or entirely from memory, as the teacher may wish—the outlines of their composition. The teacher is supposed to have general information enough to enable him to correct the pupil or supply additional data. Besides this solid preparation, this feature of the system has the unquestionable advantages: *first*, of introducing the pupil to good books, and of inducing him frequently to read more than at first intended; *secondly*, of creating a demand for good books in many of the towns which at present enjoy but a limited supply, and may by this means see the necessity of increasing their stock of books.

(b.) The pupils must receive additional help. The recitations must be preceded by a skillful division of the theme into general topics leading from the "known" to the "unknown," and being illustrated by the teacher. The teacher, by the way, is also expected to write a composition, which is best read, as a model, after the class has recited; that is, before the pupils commence writing theirs. In all grades, reading of descriptions, essays, etc., of standard authors. (It is, perhaps, unnecessary to add, that the class is to recite and hand in their compositions at alternate lessons.)

Thus the pupil learns to cast his knowledge of his theme into proper forms; he learns connection of isolated facts, classification of ideas, and the separation of things important from things unimportant.

Unless the time given to each lesson be too short, and the class too large, no more than three pupils should be assigned the same subject at a time. This is to avoid sameness of style and monotony during the recitation and reading of the compositions.

An example may illustrate the method. It is a copy of a pupil's notes on his subject—"Mountains." He is none of the brightest, and had, at the time, just entered the lowest grade of our High School.

"MOUNTAINS."

Topics given by Teacher.

Notes by the Pupil, on which he recited before writing his Composition.

- | | |
|---|---|
| 1. Qualities, or impressions received. | Great variety of mountains; variety of colors; habitation of birds and quadrupeds; roar of winds and waters; tower up to clouds. |
| 2. Extent; size; duration; kinds and parts. | All over the world, even below the sea; various size—Andes, Himalaya, Alps, Rocky Mountains, hills, mounds, heights, elevations, hillocks, ridge, peak, mountain-chain. |
| 3. Relation to surroundings. | Upland, highland, cliffs, bluffs, capes, promontories; difference between southern and northern slopes of Alps: between eastern and western of Rocky Mountains; mountains near cities; means of crossing. |
| 4. Similarity or dissimilarity. | Solid portions of earth, similar to the skeleton in man: sleeping giants; Atlas. |
| 5. Origin or cause; effects; influence; pleasure; beauty; usefulness; value; purpose, application, etc. | Don't know—source of brooks and rivers; they separate nations; are means of defense; influence climate; pleasures of the chase; tourists; beautiful scenery; sunrise; minerals, ores, wood, game, pastures, quarries, salt lakes. Invaluable; deified by heathen nations. |

This order of topics is for the highest Grammar and lowest High School grades. The difference in the compositions of these grades should lie in quantity rather than in quality. In the higher grades of the High School they are still valuable; but the disposition of the topics is different, the scope is wider. Thus:

(Composition for A or B Grade, High Schools.)

"MOUNTAINS."

1. Description of the pleasure and beauty in mountains; upon what this is based. How Walter Scott describes mountains.
2. Mountains as distinguished from elevated lands; examples; views of Humboldt, of Ritter and others; geological remarks.
3. State, explain and give reasons for, the various parts of mountains and mountain chains, mountain passes; historical events: Greece, Switzerland, Tennessee, Virginia.
4. Characteristic features of several mountains; causes.
5. Comparison. The bones of the earth—why, (chemistry); Atlas, (mythology); the Sanscrit Indians and others; what caused ancient nations to deify the mountains.
6. Their influence upon climate, hence upon man; illustrate from history. The Scots and Swis. Draw parallel between mountainous nations and others. Influence of mountains upon civilization, arts and literature; what style of music they develop—why; what kind of literary productions—why. How do Homer, Shakespeare and Goethe speak of mountains (rhetoric; symbols).

In a similar way, "*The Sword*" may be treated in A and B Grammar and D High Schools, according to the five topics above; but in the higher grades of the High School thus:

“THE SWORD.”

1. In the hand of the judge.
2. In the hand of the defender of the country.
3. In the hand of the tyrant.
4. In the hand of the murderer.
5. In the hand of the lunatic.

Model topics were also given in biographies; narrations, real and fictitious; abstract themes, historical and rational. Practical points regarding the correction and execution of compositions were discussed. To state all that was given might easily swell into a small volume.

UNIVERSAL HISTORY.—(By the same.)

Occupies but a term of sixteen weeks in the course of study. In most cases the time is still farther reduced, so that there may be said to be fifty-six lessons in all.

Method.—Three methods were presented. *First*, the *retrogressive* method, according to which the teacher commences with the latest events of the day, and proceeds, in ascending order, to the earliest history. Its advantage lies, first, in this, that the pupil becomes acquainted with the present state of affairs in the world, with the nations of his time and their leaders, all of which may permit him a better insight into the current events. *Secondly*, in this, that it is more in harmony with the principle “from the known to the unknown.” Its disadvantage is equally manifest. The occurrences and transactions of the modern era are complex products of very intricate elements, most of which are beyond the grasp of the pupil. It must remain a hopeless task even for the most skilful teacher, unless, indeed, he be given about five times the present amount of time.

Abandoning this, the *second* method, that of *groups*, was illustrated. Commencing with the valley of the Nile, a few notions regarding the earliest Asiatic nations, together with a brief account of the state of Egyptian civilization, clustered around a few geographical details of this interesting valley. The next group might consist of the “Basin of the Mediterranean,” it forming a centre around which are crowded the events of nearly fifteen hundred years. After a geographical sketch, the brazen heroes of Greece and Rome, the sturdy Teutons, Huns and Goths, the fanatic Arabs and ambitious Popes, the lofty Othos and the stern Crusaders enter the arena. Next comes the “Basin of the Atlantic;” the French and English wars, and the discovery of America. Lastly, the “Inland Group,” may be spoken of, with Germany as the centre, with the reformation, the thirty years’ war, the seven years’ warfare, the revolt of the Netherlands, the dismemberment of Poland and the French Revolution, the rise of Prussia and the losses of Austria.

To follow this method, the teacher must master his subject thoroughly, teach without a text-book, know how to cement periods separated by

centuries, and, lastly, combine fluency of speech with accuracy of expression. This method has the advantage—*first*, of giving, as it were, a bird's-eye view of long series of nations, events and heroes, in apparent simultaneousness; *secondly*, of producing strong impressions, owing to the increase of associations produced, especially by means of geography as a substratum. Its disadvantages—*first*, the difficulty of obtaining correct views of the causes and their results; *secondly*, the danger of separating or of losing important links in the chain of historical events; and *lastly*, the undeniable scarcity of teachers who can impart so much well, in so short a time.

Until these difficulties can be overcome, the *third* method will be the more desirable, viz., the *progressive* method.

It commences with ancient history, for which youth is more impressionable, and descends in progressive order to recent events. The fifty-six lessons were divided as follows:

8 Lessons on Greece.....	{ 1 Ancient Nations. 1 Geography—draw map of Greece. 1 Legends. 1 Persian Wars. 1 Review. 1 Athens—grandeur and decay. 1 Alexander. 1 Review.
11 Lessons on Rome	{ 3 Geography and Legends, down to subjugation of Italy. 2 Punic Wars—draw map. 1 Caesar. 1 Review. 2 Golden Age—literature—draw map. 1 Decline. 1 Review.
12 Lessons to the Reformation....	{ 1 Migration of Nations. 1 Mahomet and followers, to 732—character of Islam. 1 Review. 1 Charlemagne—draw map after 843. 3 Some of the German Emperors and Popes. 1 Review. 2 Crusades—cause and results. 1 State of Europe at discovery of America. 1 Review.
13 Lessons to French Revolution..	{ 1 Bohemia—Monguls—Turks. 2 Reformation—causes. 1 Review. 1 General state of Europe—draw map. 1 Netherlands. 1 Review. 3 'Thirty Years' War. 1 Louis XIV—Peter the Great. 1 Seven Years' War. 1 Review—draw map of Europe.

10 Lessons to Waterloo.....	{	1 French Revolution.
		1 State of Europe.
		1 Review.
		1 French Wars, 1793-98—Egypt.
		1 Review.
		2 French Wars, 1799 to 1804.
		2 French Wars, 1805 to 1815—map of Europe in 1812.
		1 Review.

2 Lessons on subsequent events.

56 Lessons.

A course of weekly lessons in history was also suggested, for the benefit of the first grade of the Grammar School. It may be proved that some knowledge of history, however slender the amount may be, does not necessarily weaken the mental powers of the pupil; nor is it demonstrable, as some maintain, that such knowledge fills the pupil with disgust for the whole subject. Supposing the number of lessons to be thirty-six, the following course was recommended:

7 Lessons	{	1 Ancient Nations.
		2 Geography and Legends.
		4 Greece. {
		1 Persian Wars.
		1 Art and Literature.
		1 Alexander.
		1 Review.

6 Lessons	{	1 Rome—Geography and Legends.
		2 Punic Wars.
		1 Golden Age.
		1 Decline.
		1 Review.

7 Lessons	{	1 Migration of Nations.
		2 Mahomet and followers.
		1 Review.
		1 Charlemagne—(map 843.)
		1 German Empire and Popes.
		1 Review.

3 Lessons	{	2 Crusades.
		1 State of Europe.

9 Lessons	{	1 English Revolution.
		2 Reformation.
		1 Review.
		1 Louis XIV.
		2 Thirty Years' War.
		1 Frederick the Great.
		1 Review.

4 Lessons	{	1 French Revolution.
		2 Napoleon's Wars.
		1 Review.

36 Lessons.

NATURAL PHILOSOPHY.—(By the same.)

There were but two lessons. Recommended—that but few of the so-called properties of matter be dwelt upon at any length; that the laws of motion be practically demonstrated; that the laws of gravity should be given with more care than our text-books do (*e. g.*, the *intensity* of *gr.*, which changes inversely as the sq. of the dist., not *gr.* itself); and that the phenomena of falling bodies and pendulum be presented as direct effects of one common cause—gravity. Exception made, perhaps, of optics, the inductive plan should be followed; but not lose concentration in bringing up too many facts and experiments; a few, well selected and reasoned over, better than a diffuse variety. Have the class point out that which is common to all the facts and experiments presented, and also that in which they differ; from the former, proceed to the cause; from the latter, show the variety of effects that cause has. Give a sufficient number of problems in mechanics. Do not require a multitude of showy apparatus; accustom the pupil to use objects near at hand to experiment with, objects such as a pen, a pencil, India rubber, a marble, a sling-shot, etc.; require him to reproduce the drawings in the text-book; take the class to machine shops to examine the hydraulic press and the steam engine; to the telegraph office; on board a vessel, if possible, to examine the capstan, pulley, compound lever, endless screw, etc. For reviews, prepare series of questions involving reasoning, such as “Why do we blow coffee to cool it, and our hands to warm them in winter?” There are moments, in the instruction of a class, when even childish questions find a place: “How thick is the earth’s centre? The earth’s axis? Which turns faster, a small wheel or a large one? The earth moving eastward, does it take more powder to shoot eastward or westward? Does a body weigh anything while falling?” There are really but two modes of diffusing heat—Radiation and Conduction—convection being but conduction in fluids—the steam engine to be developed historically. Show that no force can be lost. Conservation of force.

A number of faulty definitions were examined, and a number of laws given. The time was too short, however, to develop more of method.

In addition, there were a few lessons in United States History, Algebra and Geometry.

CONCLUDING REMARKS.

The peculiar characteristics of the Institute consisted in the following points:

1. Each class was assigned to its room, and kept it during the entire session.
2. Classes of children were frequently taught in presence of the teachers.
3. Each instructor was to base his instruction upon the course of study.

4. Lectures on subjects, such as "The Teacher's Work," "Culture," "Popular Education," and "The Teacher's Ideal," which not unfrequently usurp the most valuable time of institutes, were excluded from the regular session hours.

5. Special care was taken that the entire instruction should be carried on in a tangible, practical manner, so that the teachers attending might learn that which they most needed, and which is not usually contained in books; and that, on returning to their labor, they might feel the confidence of knowing better how to teach than they did when they first came.

CONCLUSION.

In the two Reports preceding this, the attention of the Board was called to some changes in the Course of Study and methods of instruction which had chiefly marked the history of the years for which those Reports were made. Last year, the opening of new school houses, sufficient to accommodate half of the school children of the city, afforded an opportunity to reorganize the entire system of schools and introduce changes of such a radical nature that the year is likely to be remembered as a year of transition. It is to be hoped that it may be noted as a year of corresponding usefulness.

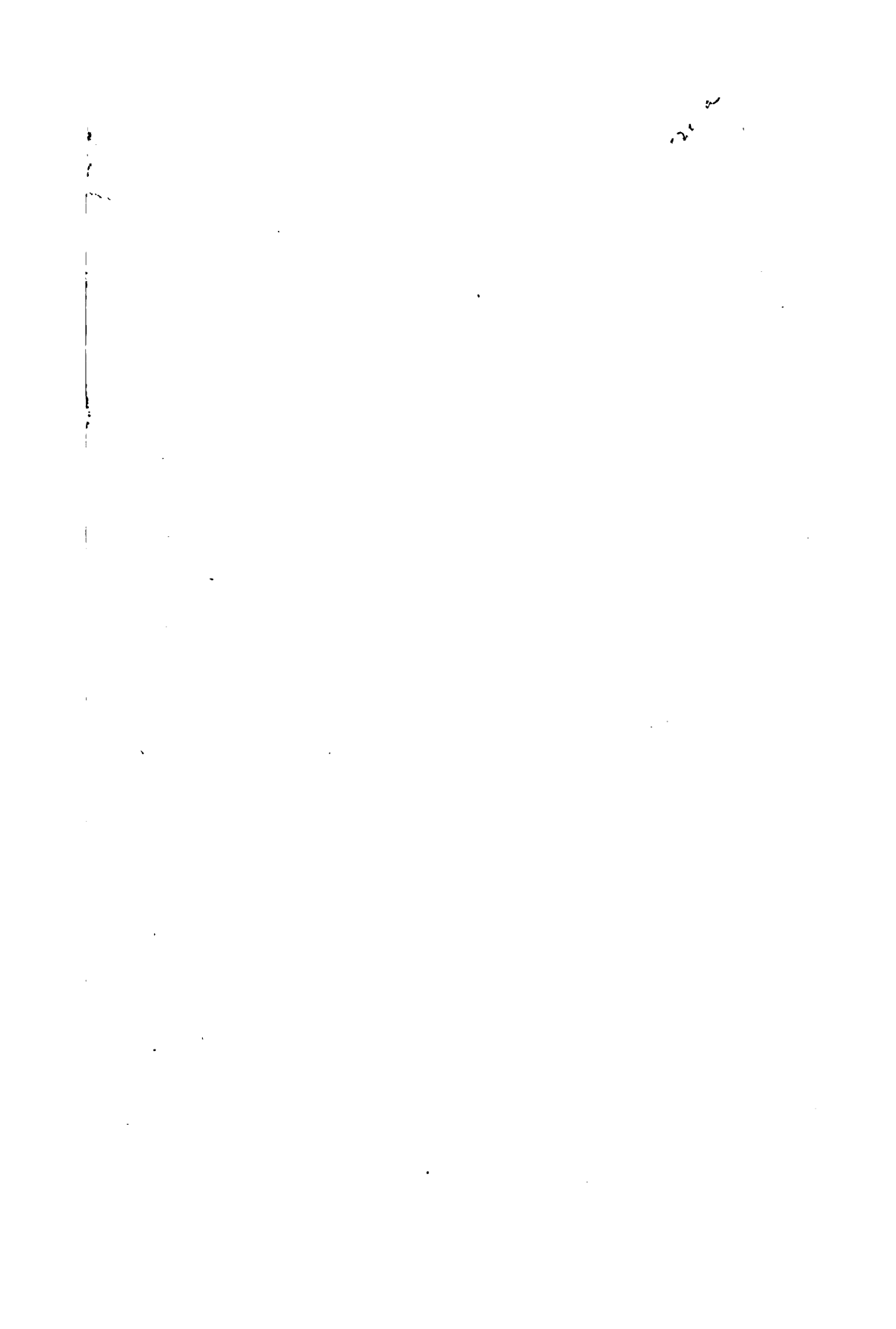
Measures of great importance were proposed, and it was fitting that they should be thoroughly discussed, as they were, before final action was taken. That opposition to them should cease almost at the instant they went into effect, that none should have been found to throw obstacles in their way while passing through the stage of experiment, indicates an almost unprecedented harmony of thought and feeling on the part of those who are concerned in the management and instruction of the schools; and further, that the opponents of such radical changes should so soon give them their approbation shows a singleness of purpose not often found, even in Boards of Education.

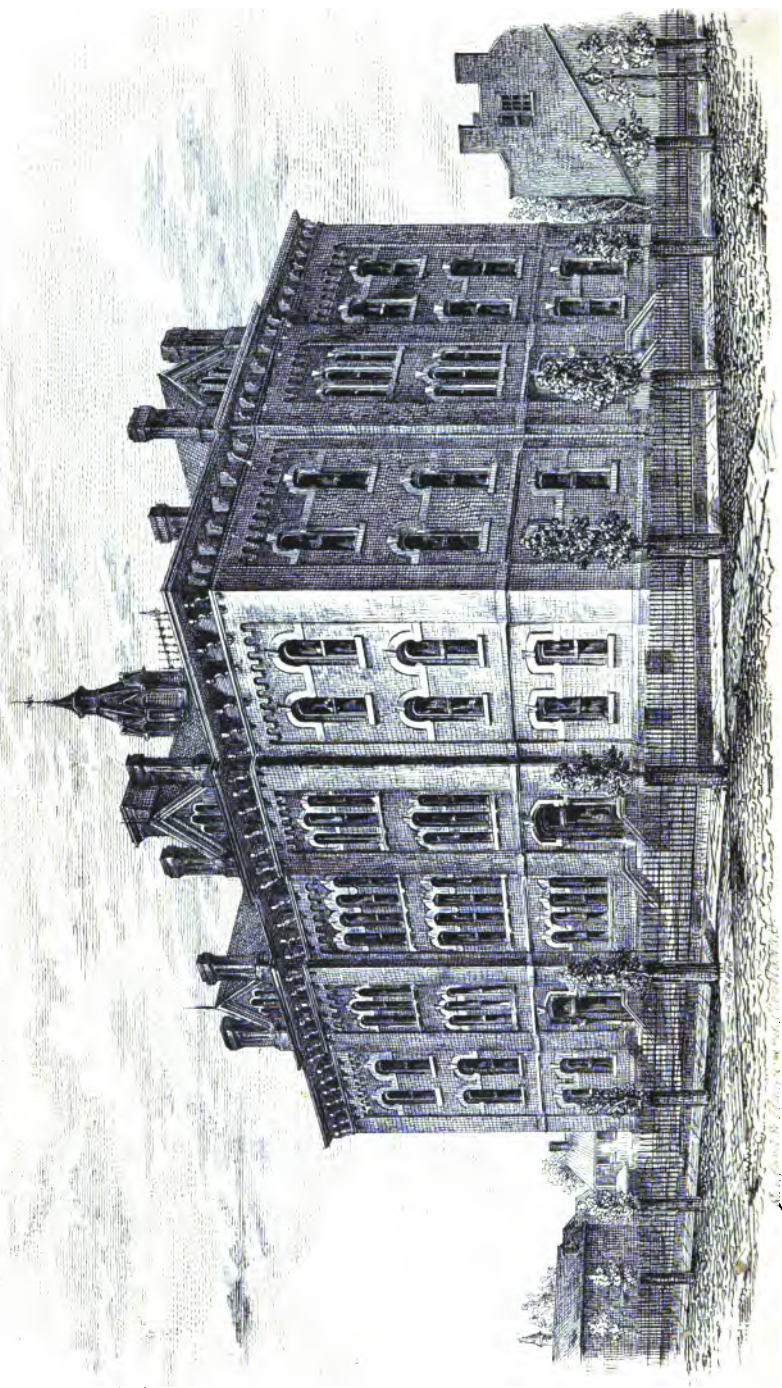
I desire to avail myself of the present, as of every fitting opportunity, to express my gratitude to the teachers of Cleveland, for their hearty co-operation in everything pertaining to the interests of the schools. But for their earnestness, persistence and ingenuity, many important measures would have fallen short of final success, and, it is not improbable, would have failed altogether. Too great credit cannot be given the ladies who were placed for the first time at the head of large schools, and, in case of the highest classes, doing almost the same work for which men only had previously been supposed to be adequate. The teachers of Cleveland deserve the gratitude of the people.

Respectfully submitted,

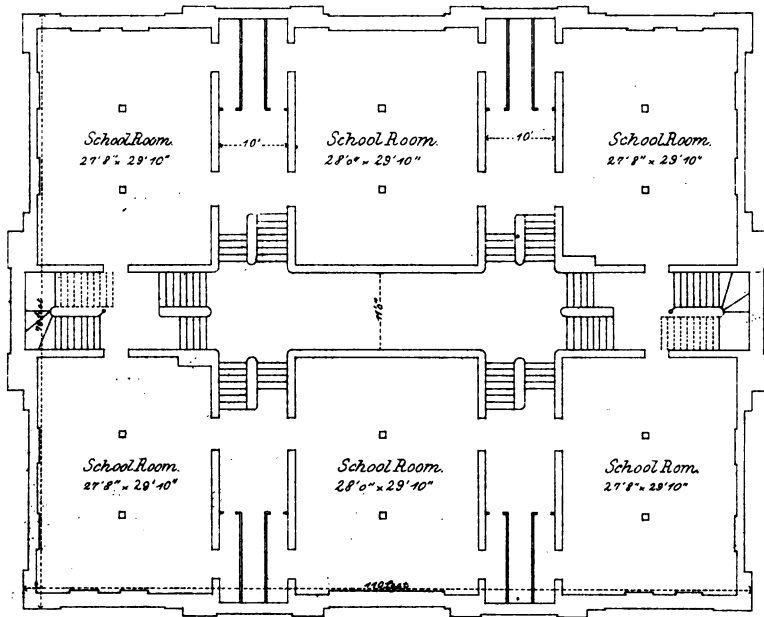
ANDREW J. RICKOFF

OFFICE OF SUPERINTENDENT OF INSTRUCTION, }
January 1, 1871.

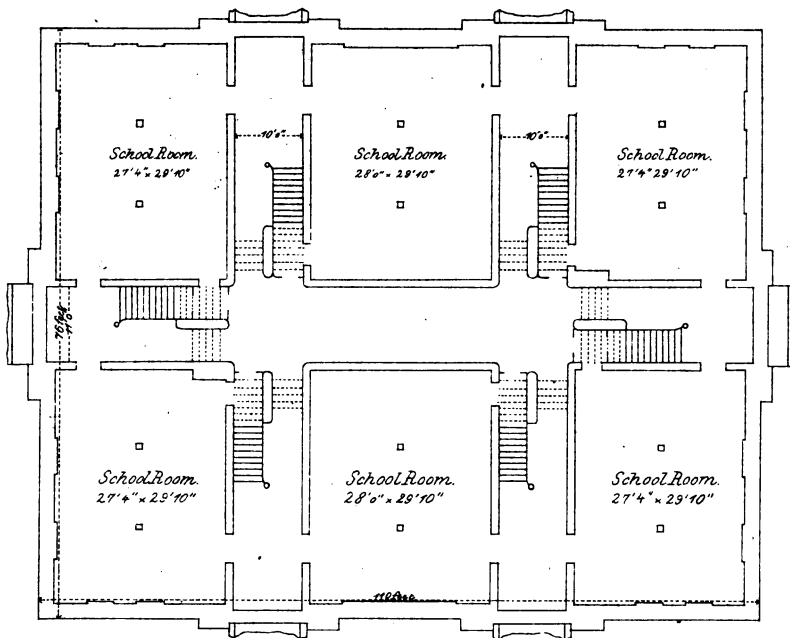




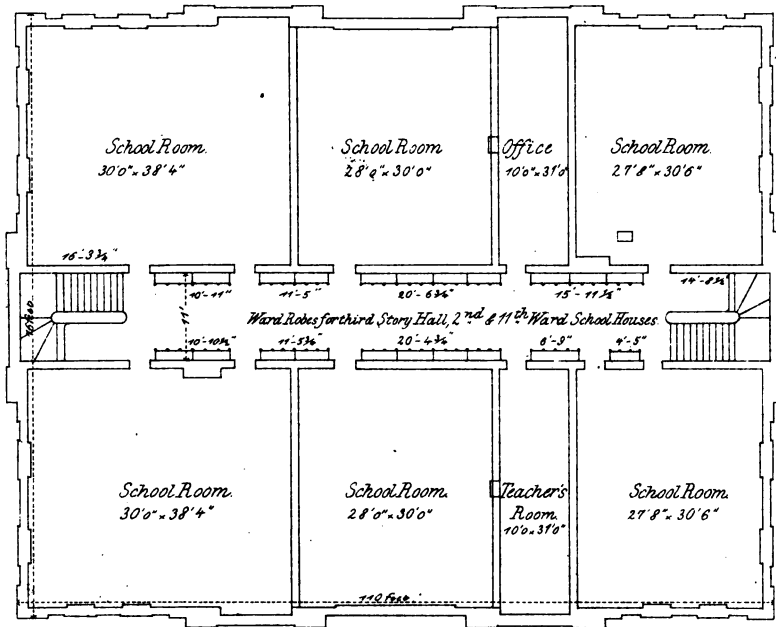
ROCKWELL SCHOOL
Corner Rockwell & Bond Sts.



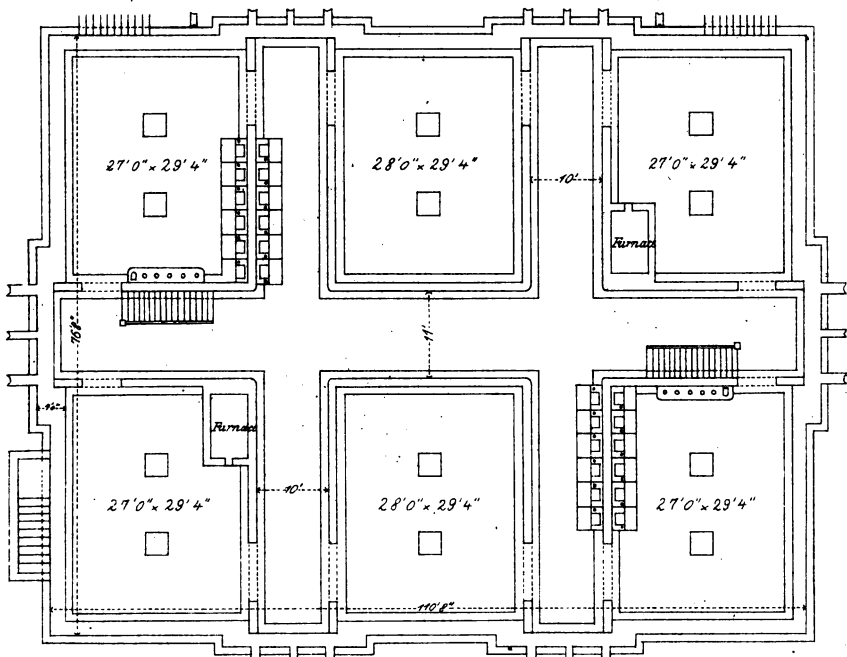
Plan of Second Floor.



Plan of First Floor.



Plan of Third Floor.



Plan of Foundation and Basement.

TABLE NO. I.

Showing the Number of Teachers Employed, the Cost of Instruction and the Enrollment and Attendance of Pupils, for the School Year ending June 24, 1870

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	AVERAGE NUMBERS OF TEACHERS.		AMOUNT PAID FOR TUITION.	BOYS.						GIRLS.						TOTAL BOYS AND GIRLS.					
	Males.	Females.		Registered.	Average Number Belonging.	Average Daily Attendance.	Average Absence.	Per Cent. of Daily Absence.	Number Registered.	Average Number Belonging.	Average Daily Attendance.	Average Absence.	Per Cent. of Daily Absence.	Number Registered.	Average Number Belonging.	Average Daily Attendance.	Average Absence.	Per Cent. of Daily Absence.			
Rockwell Street....	18.		\$10,190.20	611	449.6	421.7	27.9	6.2	677	460.7	426.8	33.9	7.4	1288	910.3	848.5	61.8	6.8			
St. Clair Street....	15.5		9,779.80	575	385.2	358.4	26.8	7.	560	394.9	364.8	30.1	7.7	1135	780.1	723.2	56.9	7.3			
Case Avenue.....	6.		3,025.75	246	185.	173.6	11.4	6.	228	164.7	153.2	11.5	7.	474	349.7	326.8	22.9	6.5			
Sterling Avenue....	18.		9,560.00	686	482.5	456.1	26.4	5.4	626	449.	421.8	27.2	6.	1312	931.5	877.9	53.6	5.7			
Mayflower Street..	13.2		8,366.00	512	331.2	317.5	13.7	4.1	517	333.4	317.8	15.6	4.7	1029	664.6	635.3	29.3	4.4			
Wilson Avenue.....	6.3		3,460.00	263	192.1	153.2	8.9	5.5	217	126.4	117.7	8.7	6.8	480	288.5	270.9	17.6	6.1			
Warren Street.....	3.		1,829.00	134	80.6	73.6	7.	8.7	108	68.5	61.2	7.3	10.8	242	149.1	134.8	14.3	9.7			
Brownell Street....	18.4		11,131.75	670	481.4	458.4	23.	4.8	646	468.8	444.7	24.1	5.1	1316	950.2	903.1	47.1	5.			
Eagle Street.....	9.3		5,882.00	382	236.4	225.5	10.9	4.2	368	237.9	220.	17.9	7.6	750	474.3	445.5	28.8	6.1			
University Heights,	8.		5,046.50	289	190.9	179.1	11.8	6.2	298	198.3	179.7	18.6	9.4	587	389.2	368.8	30.4	7.8			
Kentucky Street....	12.		7,163.75	365	270.2	254.4	15.8	5.8	383	282.	264.5	17.5	6.6	748	552.2	518.9	33.3	6.1			
Hicks Street.....	9.		5,230.30	345	231.6	216.5	15.1	6.5	320	219.8	209.6	10.2	5.2	665	451.4	426.1	25.3	5.6			
Peach Street.....	11.7		6,247.00	560	348.	321.7	26.3	7.6	487	288.	263.8	24.2	8.4	1047	636.	585.5	50.5	8.			
Pearl Street.....	3.		1,960.00	136	78.9	71.9	7.	8.9	118	68.3	61.7	6.6	9.7	254	147.2	133.6	13.6	9.2			
Washington Street,	4.		2,345.00	132	97.2	92.2	5.	5.2	122	82.8	77.2	5.6	6.8	254	180.	169.4	10.6	5.9			
Wade Avenue.....	4.5		2,755.00	243	168.9	107.5	61.4	36.4	199	142.7	89.5	53.2	37.3	442	311.6	197.	114.6	36.8			
Total Gram. & Prim.	159.9		\$94,572.05	6149	4179.7	3881.3	298.4	7.1	5874	3986.2	3674.	312.2	7.8	12023	8165.9	7555.3	610.6	7.5			
Centr'l High School	3.9	2.	\$ 9,116.00	79	69.8	67.6	2.2	3.2	104	90.	86.3	3.7	4.1	188	159.8	153.9	5.9	3.7			
West High School.	1.	2.4	3,859.98	24	19.4	18.8	.6	3.1	45	38.6	37.2	1.4	3.6	69	58.1	56.	2.2	3.8			
Total High Schools,	4.9	4.4	\$12,975.98	103	89.2	86.4	2.8	3.1	149	128.6	123.5	5.1	3.9	252	217.9	209.9	8.1	3.7			
GRAND TOTAL..	4.9	164.3	\$107,548.03	6252	4288.9	3967.7	301.2	7.	6023	4114.8	3797.5	317.3	7.7	12275	8389.8	7765.2	618.7	7.4			

TABLE No. II.
Showing Time of Continuance in School.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	BOYS.										GIRLS.										TOTAL BOYS AND GIRLS.										Total Number of Pupils.									
	Number in School less than 2 months.					Number in School less than 2 months.					Number in School less than 2 months.					Number in School less than 2 months.					Number in School less than 2 months.					Number in School less than 2 months.						Number in School less than 2 months.					Number in School less than 2 months.			
	48	66	108	20	30	66	91	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4							
Rockwell Street.....	48	66	108	20	30	66	91	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4							
St. Clair Street.....	66	108	20	30	66	91	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4								
Case Avenue.....	108	20	30	66	91	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4									
Sterling Avenue.....	20	30	66	91	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4										
Mayflower Street.....	30	66	91	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4											
Wilson Avenue.....	66	91	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4												
Warren Street.....	91	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4													
Brownell Street.....	189	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4														
Eagle Street.....	177	51	61	116	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4															
University Heights.....	59	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4																			
Kentucky Street.....	41	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4																				
Hicks Street.....	134	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4																					
Peach Street.....	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4																							
Pearl Street.....	116	85	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4																						
Washington Street.....	8	2	91	18	9	13	19	49	17	3	36	14	9	131	9	4																								
Washington Street.....	18	9	13	19	49	17	3	36	14	9	131	9	4																											
Wade Avenue.....	18	9	13	19	49	17	3	36	14	9	131	9	4																											
Total Grammar and Primary.....	727	1076	906	735	1341	1614	691	1090	536	677	1292	1598	1418	11.8	3166	18.	1142	9.5	1462	12.2	2633	21.9	3203	26.6	12023	2633	21.9	3203	26.6	12023	2633	21.9	3203	2633	21.9	3203				
Central High School.....	2	4	5	3	2	9	56	7	4	6	17	64	9	5	8	4.3	11	6	9	5	26	14.2	183	13.2	183	26	14.2	183	13.2	183	26	14.2	183	26	14.2	183	26	14.2	183	
West High School.....	2	4	5	3	2	9	56	7	4	6	17	64	9	5	8	4.3	11	6	9	5	26	14.2	183	13.2	183	26	14.2	183	13.2	183	26	14.2	183	26	14.2	183	26	14.2	183	
Total High Schools.....	4	6	6	5	11	71	8	8	10	20	26	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13		
GRAND TOTAL.....	731	1082	912	790	1352	1635	699	1096	544	687	1312	1638	1490	11.7	3180	17.8	1156	9.4	1477	12.	2664	21.7	3293	27.4	12275	2664	21.7	3293	27.4	12275	2664	21.7	3293	2664	21.7	3293	2664	21.7	3293	

TABLE No. III.

Showing the Degree of Regularity and Irregularity in Daily Attendance.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	BOYS.						GIRLS.						TOTAL BOYS AND GIRLS.											
	Never Absent.	Absent less than 1/2 day per week.	Absent 1/2 day and less than 1 day per wk.	Absent 1 and less than 2 days pr wk.	Absent 2 and less than 3 days pr wk.	Absent more than 3 days per week.	Never Absent.	Absent less than 1/2 day per week.	Absent 1 and less than 2 days pr wk.	Absent 2 and less than 3 days pr wk.	Absent more than 3 days per week.	Never Absent.	Per cent. on whole No. Registered.	Absent less than 1/2 day per week.	Per cent. on whole No. Registered.	Absent 1/2 day and less than 1 day per week.	Per cent. on whole No. Registered.	Absent 1 and less than 2 days pr wk.	Per cent. on whole No. Registered.	Absent 2 and less than 3 days pr wk.	Per cent. on whole No. Registered.	Absent more than 3 days per week.	Per cent. on whole No. Registered.	Whole number Registered.
Rockwell Street....	51	412	105	37	4	2	46	420	154	55	2	97	7.5	832	64.6	259	20.1	92	7.1	6	5	2	2	1288
St. Clair Street....	26	367	132	47	11	2	28	355	109	63	5	54	4.7	732	63.6	281	20.4	110	9.7	16	1.4	2	2	1135
Cass Avenue.....	12	181	43	9	1		17	161	41	8	1	29	6.1	842	72.2	84	17.7	17	3.6	2	4			474
Sterling Avenue...	70	438	104	41	20	18	46	373	122	53	16	116	9.	811	62.	226	17.	94	7.	36	8.	29	2	1312
Mayflower Street...	61	380	54	13	4		52	388	54	13	5	113	11.	768	74.6	108	10.5	26	2.5	9	9	5	5	1029
Wilson Avenue	34	172	33	13	7		22	123	48	22	2	56	11.7	295	61.5	81	17.	35	7.2	9	18	4	8	480
Warren Street	5	80	32	15	1	1	3	58	23	22	2	8	6.	138	57.	55	23.	37	15.	3	2.	1		243
Brownell Street	65	497	76	21	6	5	70	487	66	18	3	135	10.8	984	74.5	142	10.9	39	2.3	9	8	7	7	1316
Eagle Street	16	287	51	23	5		18	262	72	11	4	34	4.5	549	73.4	123	16.3	34	4.5	9	12	1	1	750
University Heights,	24	162	55	26	13	9	26	129	71	41	11	50	8.6	291	49.5	126	21.7	67	11.2	24	4.1	29	4.9	587
Kentucky Street...	23	250	57	27	8		25	257	69	21	11	48	6.4	507	57.8	126	16.8	48	6.4	19	2.6			748
Hicks Street	47	240	43	14	1		37	236	34	13		84	12.7	476	71.6	77	11.6	27	4.	1	1			665
Peach Street	45	344	121	40	10		27	298	107	52	2	72	6.8	642	61.3	228	21.8	92	8.8	12	1.2	1	1	1047
Pearl Street	7	79	30	19	1		8	69	30	14	4	8	3.2	148	58.2	60	23.6	33	18.	5	2.			254
Washington Street,	9	106	14	2		1	8	79	28	7		17	7.1	185	72.5	42	16.6	9	8.4			1	4	304
Wade Avenue.....	48	147	38	10			27	139	26	5	2	75	16.9	286	64.7	64	14.5	15	3.5	2	4			443
Total Gram.& Prim.	543	4142	978	357	92	87	453	3884	1054	418	70	996	8.3	7976	66.3	2032	16.9	775	6.4	162	1.4	83	7	12023
Centr'l High School	4	69	5	1			12	86	4	2		16	8.8	155	84.7	9	5.	3	1.5					183
West High School.	1	21			1	1	3	38	4			4	5.8	59	85.6	4	5.8			1	1.4	1	1.4	69
Total High Schools	5	90	5	1	1	1	15	124	8	2		20	7.9	214	85.	13	5.1	3	1.2	1	4	1	4	252
GRAND TOTAL...	548	4232	983	358	92	88	468	3958	1062	420	70	1016	8.3	8190	66.7	2045	16.7	778	6.3	163	1.3	88	7	12275

TABLE No. IV.
Showing the Ages of Pupils in the Public Schools.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	A G E S .																Whole No. Registered.
	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Rockwell Street.....	183	148	132	139	123	122	160	116	91	49	18	4	8	--	--	--	1288
St. Clair Street.....	205	139	144	132	123	105	114	81	60	24	5	1	2	--	--	--	1135
Case Avenue.....	121	86	66	55	61	36	81	13	4	--	1	--	--	--	--	--	474
Sterling Avenue.....	210	142	169	124	142	137	148	113	68	40	14	1	1	3	--	--	1312
Mayflower Street.....	176	163	151	129	115	92	79	67	32	20	2	1	2	--	--	--	1029
Wilson Avenue.....	98	72	83	54	60	47	33	21	9	1	1	--	--	1	--	--	480
Warren Street.....	79	37	23	22	21	26	16	9	3	3	--	--	--	2	--	--	243
Brownell Street.....	166	139	161	139	156	117	174	103	84	47	24	3	--	1	2	--	1316
Eagle Street.....	168	111	96	80	82	58	68	53	25	8	1	--	--	--	--	--	750
University Heights.....	108	84	77	70	79	69	88	87	14	7	3	--	1	--	--	--	587
Kentucky Street.....	66	62	60	56	86	71	92	112	82	47	13	1	--	--	--	--	748
Hicks Street.....	130	76	78	82	56	78	65	47	31	13	6	3	--	--	--	--	665
Peach Street.....	204	144	122	120	118	107	105	75	32	18	2	--	--	--	--	--	1047
Pearl Street.....	47	32	41	40	42	19	19	7	2	4	--	--	1	--	--	--	254
Washington Street.....	58	41	38	50	28	17	11	8	2	1	--	--	--	--	--	--	254
Wade Avenue.....	120	56	64	37	64	35	30	21	9	4	--	2	--	--	--	--	442
Total Grammar and Primary ..	2139	1532	1505	1329	1356	1136	1183	883	548	286	90	17	10	7	2	--	12023
Central High School.....	---	---	---	---	---	---	2	5	26	43	46	36	20	8	1	1	183
West High School.....	---	---	---	---	---	---	---	1	4	17	12	17	7	9	2	--	69
Total High Schools.....	---	---	---	---	---	---	2	6	30	60	58	53	27	12	3	1	252
GRAND TOTAL.....	2139	1532	1505	1329	1356	1136	1185	889	578	346	148	70	37	19	5	1	12275

TABLE No. V.

Showing the Number of Pupils registered in each Class of the Grammar and High Schools, the Number of the same remaining at the close of the year, and the per cent. which the Number remaining is of the whole Number remaining.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	CLASS A.			CLASS B.			CLASS C.			CLASS D.		
	Number Remaining at the Close of the Year.	Number Promoted Annual Ex.	Per Cent. of Number Remaining.	Number Remaining at the Close of the Year.	Number Promoted Annual Ex.	Per Cent. of Number Remaining.	Number Remaining at the Close of the Year.	Number Promoted Annual Ex.	Per Cent. of Number Remaining.	Number Remaining at the Close of the Year.	Number Promoted Annual Ex.	Per Cent. of Number Remaining.
Rockwell Street.....	29	28	96.5	62	57	91.9	65	62	95.4	121	106	86.7
St. Clair Street.....	---	---	---	27	27	100.	80	77	96.2	75	65	86.6
Case Avenue.....	---	---	---	---	---	---	---	---	---	47	41	87.2
Sterling Avenue.....	29	29	100.	38	32	84.2	84	55	65.5	121	78	64.4
Mayflower Street.....	---	---	---	33	29	87.9	84	20	59.1	81	46	56.7
Wilson Avenue.....	---	---	---	---	---	---	---	---	---	29	20	68.9
Warren Street.....	---	---	---	---	---	---	---	---	---	---	---	---
Brownell Street.....	27	27	100.	32	31	96.7	107	89	83.2	119	91	76.5
Eagle Street.....	---	---	---	---	---	---	---	---	---	59	46	77.9
University Heights.....	---	---	---	9	5	55.	14	11	78.	25	13	52.
Kentucky Street.....	33	28	85.	36	29	80.	74	47	63.5	76	58	76.
Hicks Street.....	---	---	---	28	21	75.	40	21	52.	44	31	70.
Peach Street.....	---	---	---	---	---	---	---	---	---	70	50	71.
Pearl Street.....	---	---	---	---	---	---	---	---	---	---	---	---
Washington Street.....	---	---	---	---	---	---	---	---	---	---	---	---
Wade Avenue.....	---	---	---	---	---	---	---	---	---	29	9	31.
Total Grammar and Primary.....	118	112	94.9	265	231	87.2	498	382	76.7	896	654	73.
Central High School.....	9	9	100.	33	33	100.	41	38	92.7	66	59	89.4
West High School.....	5	5	100.	11	11	100.	14	14	100.	23	23	100.
Total High Schools.....	14	14	100.	44	44	100.	55	52	94.5	89	82	92.1

TABLE NO. VI.

Showing the Number of Pupils Registered in each Class of the Primary Department; the Number of the same remaining at the close of the year; the Number Promoted at the Annual Examinations, and the per cent. of the Number remaining which was Promoted.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	A PRIMARY.				B PRIMARY.				C PRIMARY.				D PRIMARY.			
	No. Remaining at the close of the Year.	No. Promoted to D Grammar at Annual Examination.	Per cent. of No. remaining Promoted.	No. Remaining at the close of the Year.	No. Promoted to Grade A at Annual Examination.	Per cent. of No. remaining Promoted.	No. Remaining at the close of the Year.	No. Promoted to Grade B at the close of the Year.	Per cent. of No. remaining Promoted.	No. Remaining at the close of the Year.	No. Promoted to Class C at the Annual Examination.	Per cent. of No. remaining Promoted.	No. Remaining at the close of the Year.	No. Promoted to Class C at the Annual Examination.	Per cent. of No. remaining Promoted.	
Rockwell Street.....	143	106	74.1	113	105	92.9	95	85	88.4	95	105	92.9	258	136	52.7	
St. Clair Street.....	92	89	96.7	108	108	100.	79	71	89.8	79	108	100.	321	132	41.1	
Case Avenue.....	51	44	86.2	53	41	77.3	59	48	81.3	59	41	77.3	162	79	48.7	
Sterling Avenue.....	140	91	65.	162	110	67.9	109	71	66.3	109	110	67.9	196	78	40.	
Mayflower Street.....	96	49	51.	109	70	64.2	127	77	60.6	127	70	64.2	297	121	40.7	
Wilson Avenue.....	34	13	38.2	45	30	66.6	50	39	78.	50	30	66.6	130	41	31.6	
Warren Street.....	8	6	75.	18	10	55.	18	12	66.	18	10	55.	108	33	30.6	
Brownell Street.....	157	95	60.5	124	87	70.1	117	84	71.8	117	87	70.1	279	152	54.4	
Eagle Street.....	75	48	64.	89	68	76.4	53	17	32.	53	68	76.4	210	55	26.1	
University Heights.....	60	30	50.	27	18	66.	72	43	60.	72	18	66.	198	61	32.	
Kentucky Street.....	80	66	82.5	52	35	67.	53	46	87.	53	35	67.	120	62	50.	
Hicks Street.....	72	53	74.	86	44	51.	49	43	89.	49	44	51.	149	55	38.	
Peach Street.....	90	58	64.	81	71	87.	98	81	83.	98	71	87.	360	113	32.	
Pearl Street.....	24	18	75.	30	18	60.	19	14	73.	19	18	60.	66	32	50.	
Washington Street.....	46	30	65.	46	31	67.	45	31	70.	45	31	70.	49	20	41.	
Wade Avenue.....	35	11	31.	10	8	80.	22	20	90.	22	8	80.	185	68	37.	
TOTAL PRIMARY.....	1203	807	67.	1153	854	74.	1085	782	73.4	1085	854	74.	3088	1238	40.1	

TABLE No. VII.

Showing the Number of Pupils Registered in the several Classes of the Grammar and Primary Departments and the Average Ages of the respective Classes.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	GRAMMAR.						PRIMARY.						Whole Number in Grammar & Primary Classes.			
	Number Regis- tered in Class A.	Number Regis- tered in Class B.	Average Age.	Number Regis- tered in Class C.	Average Age.	Whole Number in Grammar Classes.	Number Regis- tered in Class A.	Average Age.	Number Regis- tered in Class B.	Average Age.	Number Regis- tered in Class C.	Average Age.		Number Regis- tered in Class D.	Average Age.	Whole Number in Primary Classes.
Rockwell Street	45 14.3	85 14.4	93 13.	171 11.9	169 11.5	394	205 10.9	156 10.9	156 10.6	154 9.6	156 8.8	156 8.8	377 6.7	894 6.7	894	1288
St. Clair Street	---	45 13.9	102 12.5	119 11.8	95 12.1	276	136 10.6	154 10.6	136 10.6	126 8.8	126 8.8	126 8.8	443 7.1	859 7.1	859	1135
Case Avenue	---	---	---	64 11.2	39 11.7	64	73 10.3	73 8.4	73 8.4	70 8.	70 8.	70 8.	194 6.7	410 6.7	410	474
Sterling Avenue	40 14.7	58 13.7	107 12.7	170 12.3	108 12.	375	210 10.7	233 9.2	233 9.2	174 8.	174 8.	174 8.	320 6.6	937 6.6	937	1313
Mayflower Street	---	50 13.8	49 12.7	124 11.6	124 11.6	223	129 10.5	152 9.3	152 9.3	148 8.4	148 8.4	148 8.4	376 6.9	806 6.9	806	1029
Wilson Avenue	---	---	---	48 12.	48 12.	48	61 10.9	80 9.9	80 9.9	81 8.7	81 8.7	81 8.7	210 6.9	432 6.9	432	480
Warren Street	---	---	---	---	---	---	18 12.4	42 10.	42 10.	26 9.1	26 9.1	26 9.1	156 7.3	242 7.3	242	242
Brownell Street	45 14.6	47 14.	137 13.	169 11.5	169 11.5	398	200 10.9	165 9.8	200 10.9	158 8.8	158 8.8	158 8.8	395 7.	918 7.	918	1316
Eagle Street	---	---	---	95 12.1	95 12.1	95	117 11.1	140 9.4	117 11.1	84 8.2	84 8.2	84 8.2	314 6.9	655 6.9	655	750
University Heights	---	20 13.3	28 13.	39 11.7	39 11.7	87	91 10.5	41 9.9	91 10.5	112 9.	112 9.	112 9.	256 7.2	500 7.2	500	587
Kentucky Street	51 14.1	51 13.5	118 13.	108 12.	108 12.	328	123 11.7	71 9.7	123 11.7	75 8.8	75 8.8	75 8.8	151 6.7	420 6.7	420	748
Hicks Street	---	37 14.	62 13.9	63 11.7	63 11.7	162	96 10.9	109 9.5	96 10.9	74 8.2	74 8.2	74 8.2	324 6.8	503 6.8	503	665
Peach Street	---	---	---	124 12.4	124 12.4	124	156 11.6	143 10.7	156 11.6	154 8.9	154 8.9	154 8.9	471 7.2	923 7.2	923	1047
Pearl Street	---	---	---	---	---	---	55 10.4	52 9.2	55 10.4	43 9.2	43 9.2	43 9.2	104 7.	254 7.	254	254
Washington Street	---	---	---	---	---	---	57 10.6	56 9.2	57 10.6	63 7.8	63 7.8	63 7.8	78 6.6	354 6.6	354	254
Wade Avenue	---	---	20 13.6	48 11.8	48 11.8	68	56 10.6	20 9.1	56 10.6	32 9.3	32 9.3	32 9.3	266 7.1	374 7.1	374	443
Total Grammar and Primary	181 14.4	393 13.9	726 12.9	1342 12.1	1342 12.1	2642	1783 10.9	1087 9.7	1783 10.9	1576 8.6	1576 8.6	1576 8.6	4835 7.	9381 7.	9381	12023
Central High School	9 17.1	39 16.9	52 16.	83 15.2	83 15.2	183	---	---	---	---	---	---	---	---	---	---
West High School	11 18.2	6 17.2	20 16.6	32 14.3	32 14.3	69	---	---	---	---	---	---	---	---	---	---
Total High Schools	20 17.7	45 16.9	72 16.	115 15.4	115 15.4	252	---	---	---	---	---	---	---	---	---	---

(21)

TABLE NO. VIII.

Showing the Average Number Belonging for each Month of the School Year, ending June 24, 1870.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	FIRST TERM.				SECOND TERM.			THIRD TERM.		
	Month end'g Oct. 1st.	Month end'g Oct. 29th.	Month end'g Nov. 26th.	Month end'g Dec. 24th.	Month end'g Jan. 28th.	Month end'g Feb. 25th.	Month end'g March 25th.	Month end'g May 5th.	Month end'g June 3d.	Month end'g June 24th.
Rockwell Street	870.5	909.	923.9	894.1	909.3	928.9	890.5	911.2	911.1	878.
St. Clair Street	763.7	775.5	778.9	720.4	734.8	772.	765.1	823.2	819.8	775.
Case Avenue	323.9	343.2	345.9	347.9	339.7	356.6	343.3	362.4	371.8	365.5
Sterling Avenue	964.8	966.9	940.3	921.3	947.1	951.	923.1	934.7	918.3	875.4
Mayflower Street	564.8	614.	622.8	628.1	657.1	664.5	648.8	797.9	798.5	769.7
Wilson Avenue	307.4	310.8	283.1	268.4	296.6	308.2	296.	309.2	315.	290.7
Warren Street	118.5	122.5	141.7	162.3	158.1	171.3	170.5	151.9	150.9	143.3
Brownell Street	941.5	962.5	960.7	932.6	932.3	940.9	922.1	1002.5	1029.1	985.5
Eagle Street	435.5	472.	500.	473.7	482.8	498.1	430.	520.9	479.7	446.
University Heights	365.	372.6	360.5	351.8	376.4	382.4	367.2	417.8	414.3	400.5
Kentucky Street	547.3	562.9	563.	541.4	557.1	563.1	550.8	554.1	550.8	519.5
Hicks Street	428.7	440.4	458.2	444.6	446.4	454.3	457.6	482.3	478.6	463.1
Peach Street	515.7	637.	600.7	601.3	658.4	646.8	627.	709.8	710.9	684.1
Pearl Street	147.2	161.7	153.	143.7	161.5	161.3	144.3	140.6	145.1	129.7
Washington Street	165.7	170.	163.8	168.7	173.2	177.8	181.5	196.7	199.7	181.5
Wade Avenue	177.5	180.5	186.5	185.4	180.9	185.9	185.8	272.5	303.	272.9
Total Grammar and Primary	7657.7	8001.5	7993.	7785.7	8011.7	8161.1	7953.6	8587.7	8596.6	8180.4
Central High School	166.5	171.	166.	164.5	156.5	157.2	156.2	153.5	148.5	148.4
West High School	62.1	62.	61.	59.	58.4	58.2	57.4	55.	54.	53.
Total High Schools	228.6	233.	227.	223.5	214.9	215.4	213.6	208.5	208.5	201.4
GRAND TOTAL	7886.3	8234.5	8210.	8009.2	8226.6	8376.5	8167.2	8796.2	8799.1	8381.8

TABLE NO. IX.

Showing the Average Daily Attendance for each Month of the School Year, ending June 24, 1870.

SCHOOLS, NAMED FROM THE STREET ON WHICH THE PRINCIPAL BUILDINGS ARE LOCATED.	FIRST TERM.				SECOND TERM.				THIRD TERM.			
	Month end'g Oct. 1st.	Month end'g Oct. 29th.	Month end'g Nov. 26th.	Month end'g Dec. 24th.	Month end'g Jan. 28th.	Month end'g Feb. 25th.	Month end'g March 25th.	Month end'g May 8th.	Month end'g June 3d.	Month end'g June 24th.		
Rockwell Street.....	825.4	862.4	867.3	815.4	836.8	851.6	820.	840.9	842.	833.1		
St. Clair Street.....	703.9	710.8	718.1	655.4	680.8	708.3	706.8	759.5	742.5	722.5		
Case Avenue.....	301.8	326.7	327.4	324.2	307.5	327.4	322.5	334.7	344.6	345.1		
Sterling Avenue.....	912.	906.3	885.7	869.7	888.3	881.3	875.1	878.4	854.8	884.5		
Mayflower Street.....	548.4	588.1	593.8	601.9	628.1	629.2	621.1	763.2	758.9	743.4		
Wilson Avenue.....	289.1	285.7	286.4	253.6	274.	285.1	280.	288.1	290.1	269.6		
Warren Street.....	104.1	110.5	129.2	147.8	145.9	152.9	156.7	136.8	131.6	124.2		
Brownell Street.....	889.4	925.6	823.7	890.9	881.2	892.2	882.6	952.6	972.6	943.5		
Eagle Street.....	401.7	443.5	465.7	441.5	450.8	458.6	447.5	475.8	439.5	417.2		
University Heights.....	342.7	350.6	333.9	322.4	343.9	347.3	337.8	386.1	381.	372.		
Kentucky Street.....	529.3	534.1	528.8	504.8	512.7	526.9	513.8	516.2	518.1	492.3		
Hicks Street.....	411.4	421.8	440.	425.2	422.8	430.	433.8	457.8	458.2	446.9		
Peach Street.....	487.5	578.7	562.8	550.	599.7	586.7	578.	647.4	653.5	634.		
Pearl Street.....	130.3	144.5	139.1	133.6	144.6	143.5	131.	127.5	132.6	120.1		
Washington Street.....	158.1	161.2	154.1	161.	160.6	164.4	170.8	183.4	186.3	168.3		
Wade Avenue.....	166.2	171.8	176.8	175.5	164.5	175.9	170.7	260.4	285.4	256.6		
Total Grammar and Primary.....	7201.3	7522.3	7412.8	7277.9	7440.2	7661.3	7454.2	8008.8	7991.6	7723.3		
Central High School.....	160.3	163.6	160.1	159.5	150.8	150.2	150.	146.3	144.2	144.4		
West High School.....	59.6	60.1	59.	55.6	55.1	55.6	55.6	53.7	52.8	52.5		
Total High Schools.....	219.9	223.7	219.1	215.1	205.9	205.8	205.6	200	197.	196.9		
GRAND TOTAL.....	7421.2	7746.	7631.9	7493.	7646.1	7767.1	7659.8	8208.8	8188.6	7920.2		

TABLE No. X.

Showing the Results of the Enumeration of Children in the City of Cleveland, from Five to Twenty Years of Age, inclusive.
Taken in the month of October, 1870.

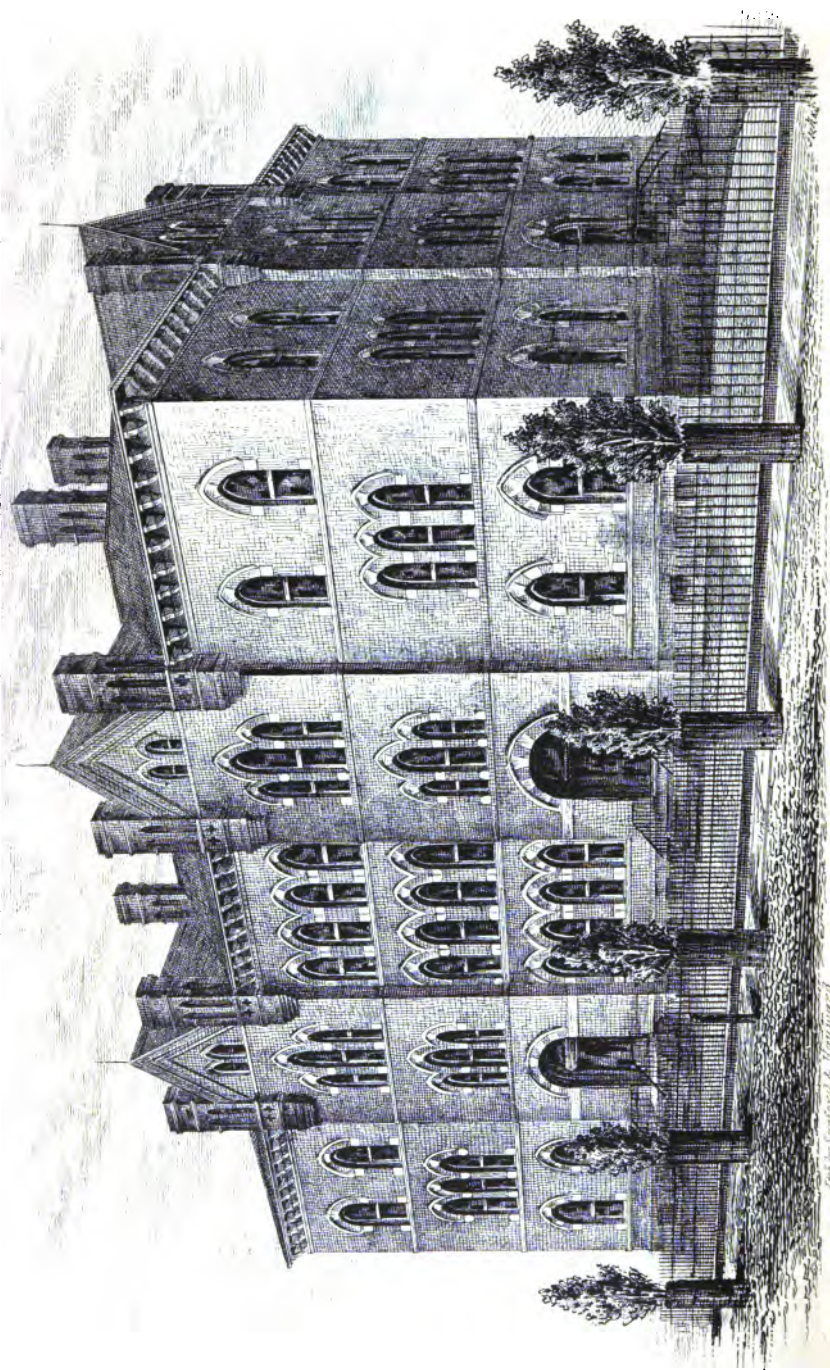
WARDS.	AGES AT LAST BIRTHDAY.																	Total Number of Females.
	FEMALES.																	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
First	82	88	76	79	72	74	78	82	81	81	107	92	113	106	147	188	1546	
Second	46	40	39	53	45	40	50	38	54	60	53	73	69	68	78	43	849	
Third	34	30	29	28	35	22	34	31	36	33	20	35	28	52	43	99	588	
Fourth	290	111	188	117	151	131	161	156	128	129	127	132	116	153	124	218	2432	
Fifth	115	122	109	128	109	133	122	114	110	114	95	105	108	89	86	75	1734	
Sixth	161	145	170	167	144	136	138	154	139	146	120	121	118	121	90	73	2143	
Seventh	93	83	73	71	58	86	56	75	71	55	50	48	34	40	33	28	954	
Eighth	40	66	62	65	63	72	62	52	60	50	43	41	26	39	25	6	772	
Ninth	61	75	60	71	78	66	69	82	62	53	55	81	46	80	49	4	992	
Tenth	93	81	79	92	99	113	80	101	87	73	69	50	71	58	48	32	1226	
Eleventh	135	114	95	117	101	122	114	106	107	95	80	87	66	68	61	56	1524	
Twelfth	68	76	48	45	52	59	43	48	43	45	37	30	37	31	20	26	708	
Thirteenth	51	49	44	45	49	43	38	46	50	36	24	35	17	31	23	15	596	
Fourteenth	15	19	17	20	11	19	13	12	10	7	5	5	10	6	6	3	178	
Fifteenth	19	26	32	23	40	26	20	12	11	19	13	10	9	11	6	8	285	
Total White Females	1303	1125	1121	1121	1107	1142	1078	1109	1049	996	898	945	868	953	898	874	16527	
Colored Females in all the Wards.	13	11	14	16	9	14	9	13	12	12	11	10	9	13	7	13	186	
Total White and Colored Females.	1316	1136	1135	1137	1116	1156	1087	1122	1061	1008	909	955	877	966	845	887	16713	

TABLE NO. X.—CONTINUED.

WARDS.	AGES AT LAST BIRTHDAY.																				Total Number of Males.	Total Number of Males and Females.	Distribution of Colored Children.		Total Colored in Each Ward.
	MALES.																						M.	F.	
	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20									
First	89	80	72	74	63	80	74	82	76	79	63	61	58	74	94	155	1274	2820	63	43	106				
Second	49	46	45	41	45	43	43	60	39	43	46	35	34	48	48	49	714	1563	8	7	15				
Third	36	30	22	32	22	27	18	19	29	30	16	18	18	43	40	65	465	1053	12	9	21				
Fourth	255	117	173	124	171	143	119	130	132	118	118	75	91	68	84	88	2006	4438	18	30	48				
Fifth	125	138	112	124	109	117	103	110	104	105	95	86	69	69	71	73	1600	3334	5	2	7				
Sixth	134	157	155	178	168	170	163	169	146	130	127	102	90	70	86	65	2110	4253	59	77	136				
Seventh	107	70	80	85	67	76	64	84	55	43	52	33	33	34	24	29	936	1890	8	1	4				
Eighth	54	60	69	79	60	62	51	64	50	38	35	30	20	25	28	26	751	1523	—	—	—				
Ninth	54	69	52	62	55	79	53	59	66	58	39	47	41	33	51	10	828	1820	2	1	3				
Tenth	97	93	85	86	89	92	85	89	79	79	62	57	45	47	51	34	1170	2396	8	12	20				
Eleventh	150	141	117	136	109	130	124	154	105	95	76	65	70	60	56	70	1658	3182	8	4	7				
Twelfth	72	67	53	52	65	50	58	50	44	44	27	40	16	25	15	21	699	1407	—	—	—				
Thirteenth	42	44	46	47	38	43	36	44	37	42	29	25	33	31	28	20	585	1181	—	—	—				
Fourteenth	22	32	23	23	21	15	15	8	13	9	6	10	10	4	8	8	227	405	—	—	—				
Fifteenth	25	25	25	15	21	22	14	23	10	9	9	9	9	8	11	5	240	525	—	—	—				
Total White Males	1311	1159	1129	1158	1103	1149	1020	1145	985	922	800	693	637	639	695	718	15263	31790	—	—	—				
Total Colored Males	13	9	11	12	11	11	6	11	18	8	7	14	7	10	12	21	181	367	181	186	367				
White and Colored Males	1324	1168	1140	1170	1114	1160	1026	1156	1003	930	807	707	644	649	707	739	15444	—	—	—	—				
Males & Females, White & Col.	2640	2304	2275	2307	2230	2316	2113	2278	2064	1938	1716	1662	1521	1615	1552	1626	—	32157	—	—	—				

TABLE No. XI.
Showing the Number of those Enumerated who are in Attendance upon the Public Schools; the Private Schools; the Church Schools, and of those not attending any School.
Enumeration taken October, 1870.





STERLING SCHOOL
on Sterling Ave, Between Cedar & Abby St's.

OLD SCHOOL REPORTS.

1837-8 and 1838-9.

(Published by order of the Council.)

REPORT OF THE BOARD OF MANAGERS OF COMMON SCHOOLS.

The Board of Managers of the Common Schools in this city respectfully submit their annual report for the year 1837-8.

At the commencement of the last year, the Bethel Free School was in operation, supported by the city. It was conducted in two departments for boys and girls respectively by a male teacher and female assistants. It had upon its lists one hundred and forty pupils, and an average attendance of ninety. The annual expenses for tuition was about \$700.

The Ordinance for the establishment of Common Schools within the city was passed in July. Under this Ordinance suitable rooms for schools were provided by the School Committee of the Council, in reference to which, three school districts, comprising the whole city, were allowed by the Board as soon as possible. Two schools for the sexes respectively were opened in each district, which were sustained somewhat short of four months, up to the 24th of November, as limited in the Ordinance. Three male and three female teachers were employed for the full term. The average attendance at each school was not less than forty pupils, and the whole expense for tuition \$640.82. The winter term commenced on the 1st of December, and continued to the 1st of April. Six schools, as before, were opened at the time, and an increased number being necessary, a child's school, in addition, was established in each of the two more populous districts. Eight schools, therefore, during the winter, were sustained, employing three male and five female teachers. There were eight hundred and forty names on the school lists, and an aggregate average attendance of four hundred and sixty-eight. The expense for tuition was \$868.62.

The schools have been wholly free and open to all within their districts legally admitted to their privileges. The boys and girls have been entirely separate, the former taught by male and the latter by female teachers. The child's schools were designed for the younger scholars of both sexes, and are taught by female teachers. The teachers have been critically examined before being employed, and the schools duly inspected, as required by the charter. The wages given, have been, to female teachers \$5 per week, and to male teachers \$40 per calendar month. A uniform selection of books has been prescribed by the managers, which, by arrangements with the teachers, have been furnished to the schools at wholesale prices.

In October a census was taken under the direction of the Board of Managers of all persons within the city between the age of four and twenty-one. The number was found to be two thousand one hundred and thirty-two, viz. : in the First Ward, nine hundred and eighteen, in the Second, five hundred and ninety-nine, and in the Third, six hundred and sixty-five. The number reported from the teachers' lists during the last term are, total of pupils eight hundred and forty; in the boy's schools, four hundred and thirteen; in the girl's schools, two hundred and sixty-eight; in the child's schools, one hundred and sixty-eight; between the ages of four and eight, three hundred and twenty-eight; between eight and fourteen, four hundred and three; over fourteen, one hundred and thirteen.

The concern of fuel during the year, has been chiefly left with the School Committee of the Council. The expense in that department has not probably exceeded \$125.

The aim of the Board of Managers, during the late year, has been to commence the establishment of a system of schools answering to the intentions of the city charter, to be supported by the definite income of the treasury appropriated to this object.

The school income of the city for the last year amounted to \$2,830, the tax of the city for school purposes, being one-half of a mill, and the general school tax claim through the County Treasury, one mill and a half. The increase of the State tax by the late law will raise the amount to \$3,500. The city being authorized to increase its own tax to one million, the Common School Fund might be increased to \$4,300. The expense of sustaining twelve district schools on the present plan,

with eight female and four male teachers, for ten months of the year, would be \$3,300. By this plan three schools are established in each district, the boys and girls being separate, and the younger children by themselves, being so divided as to be conducted with most efficiency and economy. Such a number of schools would accommodate an average of seven hundred and twenty pupils, which is a third of the whole number privileged to attend.

Some inequality during the last year in the management of the schools, has resulted from the want of suitable rooms in the Second Ward. Accommodations for the permanent schools are particularly needed for the use of that Ward. In reference to the location of our present school houses and the convenience of the citizens, it is important that a fourth school district should be regularly established.

The Board of Managers of the Common Schools of the City of Cleveland, respectfully submit a brief Report for 1838-9.

The proceedings of the Board of Managers, previous to the spring term of 1838, have been fully disclosed in a former report submitted to the City Council at the close of the winter term for that year; but as it was not at that time understood, it was thought advisable again to present the same, that in connection with the present brief statements, the proceedings of the Board from the commencement of their duties under the Ordinance of July, 1837, up to the present time, may be more fully made known to the Council.

On the first of May, 1838, there were commenced nine schools; four of them taught by male and five by female teachers. In the first district of the First Ward, one male and two female teachers were employed, and in each of the other districts were employed one male and two female teachers, who were continued through a term of five months.

The winter term commenced with the same number of teachers being employed in the several districts, with the addition of one other female school in the Third Ward, and an additional female school was opened on the 3d of December in the first district of the First Ward, all of which were continued through the term. In the several schools have been taught the common English branches of education; in some of the schools considerable progress has been made in the higher branches, as History, the Natural Sciences, &c.

The number of scholars who have attended these schools is eight hundred and twenty-three; the average attendance has been five hundred and eighty-eight—making the present number attending the schools quite too many, and being only about one-fourth of the number of youths in the city who are legally privileged to attend.

The compensation to the teachers has been at the same rate as during the last year; the expense of fuel during the winter term has been \$112.

The Treasurer reports \$4,048.83 of school fund in the treasury.

The unpaid expenses of the past term, subject to be drawn from this fund, are some \$515, which will leave a balance of over \$3,500.

SILAS BELDEN,
HENRY SEXTON,
HENRY H. DODGE, } *Board of Managers.*

CLEVELAND, April 3, 1839.

MANUAL OF THE SCHOOLS.
1870-71.

R U L E S

FOR THE

GOVERNMENT OF THE SCHOOLS.

GENERAL RULES.

SCHOOL TERMS.—The First Term of the school year commences on the first Monday of September, and ends on the Friday preceding Christmas. The Second Term commences on the first Monday of January, and continues twelve weeks. The Third Term commences after a vacation of two weeks, and continues eleven or twelve weeks, as may be necessary to complete a school year of forty weeks.

SCHOOL HOURS.—The hours of daily sessions of the schools shall be from 9 o'clock, A. M. to 12 M., with a recess of fifteen minutes; and from 2 to 4 o'clock, P. M.

HOLIDAYS.—The annual Thanksgiving Day, with the following Friday, and Washington's Birthday, shall be the established holidays of the schools.

DISMISSIONS.—No dismissions of the schools at other times than are or may be hereafter provided for by the Board of Education shall be permitted, on any pretext whatsoever, except on the written order of the Superintendent, given for causes concerning the best interest of the school or schools dismissed.

DISMISSAL OF CARD AND PRIMER CLASSES, &c.—The Card and Primer classes in the Primary Schools, and all First Reader classes whose average age is eight years or less, may be dismissed at recess in the morning, provided that no pupil shall be thus dismissed against the wishes of its parents.

ANNUAL EXAMINATION.—The annual examination of all the Public Schools shall be held at the close of the last term of each year, under the direction of the Board or the Superintendent.

SCHOOL BUILDINGS AND PREMISES.—No Public School building or premises shall be rented, or permitted to be occupied, or used for any other purpose whatsoever than for Public Schools, except by special consent of the Board.

TEXT-BOOKS TO BE UNIFORM.—The studies prescribed and the text-books used shall be such only as may be prescribed by the Board of Education. Each scholar shall be provided with the required books; or, after due notice to the parents, BE DENIED THE PRIVILEGE OF ATTENDANCE.

THE SECRETARY MAY PROVIDE INDIGENT PUPILS WITH BOOKS.—When parents are unable to furnish the necessary books, notice of the fact, with a list of those needed, may be sent to the Secretary of the Board of Education, and the Secretary may then provide the same, at the expense of the city. All books thus furnished by the Secretary shall be entered on the first page of the register, numbered, and *loaned* to the scholar *till the close of the term only*, when it shall be the duty of the teacher to collect and preserve them.

CHANGE OF TEXT-BOOKS.—Whenever any new text-book is adopted by the Board, to the exclusion of another already in use, it shall be obligatory on the publisher, or his agent, to exchange

the former for the latter, for the period of two months, without cost to those pupils who have been provided with the latter; and it shall be the duty of the Superintendent and the principals to see that this condition is fulfilled.

SUPERVISING PRINCIPALS.

TO ACT AS LOCAL SUPERINTENDENTS.—The principals, as local superintendents of all the schools within their respective districts, shall, under the direction of the Superintendent of Instruction, be responsible for the observance and enforcement of the rules and regulations of the schools; and in the discharge of their duties, they shall be entitled to the respect and deference of all their assistants.

ORDER AND CLEANLINESS ABOUT SCHOOL PREMISES.—They shall see that good order is maintained upon the school premises, and in the neighborhood thereof, and that the strictest cleanliness is maintained in the school buildings and outhouses belonging thereto.

TO CLASSIFY THE PUPILS, MAKE REPORTS, &c.—They shall classify the pupils in the different grades, according to the course of study. They shall, as often as once in each month, examine each class in all the departments of their respective schools; and, at the end of each month and of each term, make such report to the Superintendent of Instruction as may be required by the rules of the Board of Education; and they shall, in every way possible, co-operate with the Superintendent in advising teachers as to the best methods of instructing and governing their schools.

TO NOTIFY TEACHERS OF RULES, TEACHERS' MEETINGS, &c.—They shall see that the teachers within their respective

districts are promptly notified and duly advised as to all rules and regulations pertaining to the government and classification of their schools, and that they carry out the same in every particular. They shall see that parents are duly notified of the absence of their children in all cases, where the cause of absence is unknown, or is not satisfactory to the teacher; and they shall have power to suspend pupils temporarily for insubordination and irregularity of attendance, provided that due notice of the same be given, without delay, to the parents of the suspended pupil, and to the Superintendent of Instruction.

TO MAKE MONTHLY AND QUARTERLY REPORTS.—It shall be the duty of the several supervising principals to make monthly reports to the Superintendent of Instruction, of the number of visits made by them respectively to the several schools under their supervision, together with a statement of the number of minutes spent in each school. It shall also be their duty, at the close of each term, to make a careful report to him, in writing, of the work, methods of instruction employed, and success of each one of their subordinate teachers, together with any suggestions they may have to make with respect to course of study discipline, or other topics of general interest.

RECORDS TO BE NEATLY KEPT, AND REPORTS MADE PROMPTLY.—They shall see that all the records of the several departments are neatly, regularly and accurately kept by the teachers, according to the regulations prescribed by the Superintendent; and, on the Saturday preceding the days specified by the rules of the Board for the payment of teachers' salaries, they shall transmit to the Secretary a report of the number of days' service of each teacher within their respective districts, together

with all other reports required by the Secretary and Superintendent, according to the blank forms furnished them for the purpose; and they shall communicate such other information as the Board may from time to time require, or as they may think it important to communicate; and any failure, except from sickness, to file the aforesaid reports with the Secretary and Superintendent, according to the full requirements of the forms prescribed, shall debar them from the reception of their salary till the same is satisfactorily rendered to the proper officer.

REPAIRS AND SUPPLIES.—The principals of the several districts shall transmit to the Secretary of the Board a list of all repairs and supplies which may be requisite; the teachers of all departments reporting the same to the principal.

TEACHERS.

EXAMINATION.—No person shall be employed as a permanent teacher in any of the Public Schools who shall not first have passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

ELECTION.—The teachers of the Public Schools shall be elected by the Board of Education annually, at its last regular meeting previous to the close of the schools for the summer vacation, and they shall hold their positions for one year, unless sooner removed by the Board.

TEACHERS TO BE PUNCTUAL AND TO REPORT DEVIATIONS.—Teachers shall be in attendance at their respective *school rooms*, and open the same for the reception of pupils, at least twenty

minutes before the hour of nine o'clock in the morning, and fifteen minutes before two o'clock in the afternoon. They shall also invariably report their own tardiness, dismissal, absence, or other irregularities in the monthly reports to the Secretary of the Board.

A COPY OF THE REGULATIONS TO BE KEPT IN EACH SCHOOL ROOM.—Each teacher is required to have a copy of the Regulations at all times in his or her school room, and to read to the scholars, at least *once each term*, so much of the same as will give them a just understanding of the rules by which they are to be governed.

TEACHERS TO KNOW AND OBSERVE THE REGULATIONS.—It shall be the duty of the teachers to make themselves familiar with all the school regulations, and to co-operate with the Board in such measures as will best secure their observance. A faithful compliance with these rules on the part of teachers shall be one of the conditions of their engagement and retention.

TO HAVE CARE OF SCHOOL ROOMS.—Teachers shall have the immediate care of their respective school rooms, and be held responsible for the preservation of all furniture and apparatus thereunto belonging. They shall also co-operate with the principal in securing good order and neatness in the halls and about the School premises.

WARMING AND VENTILATING.—Teachers shall pay careful attention to the warming and ventilating of their school rooms. In houses heated by heated air from chambers below, they will in all cases keep the lower registers of the ventilating flues open, and, except for special reasons, the upper ones closed; and in houses heated by stoves, or by any direct radiators, they shall

ventilate their rooms by lowering the upper sashes, taking special care, however, that children be not allowed to sit in currents of cold air. At recess the teacher shall in all cases see that a proper supply of fresh air is admitted to the room.

TEACHERS' MEETINGS.—Teachers shall attend all regular and special meetings called by the Superintendent, and no excuse for absence will be allowed other than such as would justify absence from a regular session of their schools.

TEACHERS' VISITS TO OTHER SCHOOLS.—All teachers may be allowed one-half day during the first term of each school year, for the purpose of visiting one or more of the Public Schools of the city, and observing the modes of instruction and discipline therein pursued. The Superintendent may, at his discretion, grant to such teachers as shall desire it, an additional half day each year for the same purpose; and he shall have power to prescribe such rules as he may deem needful for securing the object for which such visits are allowed.

MORAL INSTRUCTION.—It shall be a duty of the first importance, on the part of teachers, to exercise constant supervision and care over the general conduct of their scholars, not only while at school, but also on their way to and from home; and they are specially enjoined to avail themselves of every opportunity to inculcate the observance of correct manners, habits and principles.

CORPORAL PUNISHMENT.—In inflicting corporal punishment, (which should be resorted to only in cases of extreme necessity, arising from flagrant and persistent disobedience,) no other instrument than a common rod or whip shall be employed, and

all cases of such punishment shall be reported to the Superintendent according to the form and requirement of blanks to be furnished by him for the purpose.*

DETENTIONS.—No pupil shall be detained at noon recess ; and a pupil detained at any other recess shall be allowed to go out immediately thereafter. No pupil shall be detained after school for study, punishment, or other purpose, more than one hour.

CO-ORDINATE DUTIES OF SPECIAL AND PERMANENT TEACHERS.—The special teachers in Penmanship, Drawing and Music, if any such be employed, shall visit regularly and impartially the several departments in which they are expected to instruct ; and the teachers in those departments shall invariably be present to preserve order, and to aid in such measures as will make the special instruction most valuable to the scholars.

AGENTS, LECTURERS AND EXHIBITERS.—No teacher shall permit any of his or her time, or that of the school, to be occupied in school hours by agents of books or apparatus, lecturers or exhibitors. And no notices of lectures, concerts, exhibitions, etc., by or in behalf of parties not officially connected with the schools, shall be given except by permission of the Board or Superintendent.

* The following is an extract from the report made by the Committee on Discipline, March 16th, 1863. It is here inserted because it embodies the sentiments yet held by the Board of Education :

“ While the Board are of the opinion that corporeal punishment can not be entirely dispensed with in our schools, they are decided in the conviction that it should be resorted to only in cases of flagrant and persistent disobedience, nor then until all other means are exhausted.

“ The best teachers are those who rule by moral influences ; and when physical infliction is necessary, it should be administered with deliberation and self-possession on the part of the teacher, without doing permanent injury to person, and with a view to the best moral effect upon the pupil and the school,”

COMPLAINTS AGAINST TEACHERS.—Any parent or guardian, feeling aggrieved by the government of any teacher, may make application for redress to the Superintendent, or to the Committee on Discipline. In case that dissatisfaction arise with the decision of the Committee on Discipline, an appeal may be taken to the Board of Education, which shall thereupon appoint a special committee, whose decision, after due consideration of the case, shall be final and of full effect, as the decision of the Board. No complaint shall, in any case be read to or heard by the Board, save on appeal, as above, from the decision of the Committee on Discipline.

APPLICATIONS TO THE SECRETARY AND SUPERINTENDENT.—All applications by teachers or others, concerning school matters, shall, as far as practicable, be made between the hours of 4 and 5 o'clock, P. M., on school days, and from 9 to 11 o'clock, A. M., on Saturdays, at the rooms of the Board of Education.

SCHOLARS.

NONE TO BE ADMITTED UNDER LEGAL AGE.—No child under six years of age shall be admitted to the public schools. In case of doubt as to the age of any applicant, the teacher may require a written certificate thereof from the parent or guardian.

NON-RESIDENTS.—None but children of *bona fide* residents of the City of Cleveland shall be allowed to attend the public schools free; but *children of non-residents*, on the payment of tuition fees prescribed by the Board, may be admitted whenever the Superintendent of Instruction is satisfied that such admission will not occasion inconvenience to resident pupils.

The charges for tuition of non-residents shall be, in the High Schools, first term, sixteen dollars; second and third terms, each,

twelve dollars. In all schools of lower grades, first term, twelve dollars; second and third terms, each, nine dollars. On the presentation of the receipt of the Treasurer of the city, for the fees as above prescribed, the Superintendent may issue an order for the admission of said non-residents; but, without such an order from the Superintendent, no child of a non-resident shall be admitted or permitted to remain in school.

SCHOLARS TO ATTEND IN THEIR OWN DISTRICTS.—No scholar shall be allowed to enter or remain in any Public School out of his or her own District, except by special permission of the Committee on Boundaries, provided, however, that said Committee shall refer all transfers to the Board in cases where they would seriously interfere with the proper distribution of pupils among the several schools.

CONTAGIOUS DISEASES.—No scholar affected with any contagious or infectious disease, or directly exposed to the same, shall be allowed to attend the Public Schools.

DUTIES OF SCHOLARS.—Every scholar is required to attend school punctually and regularly; to conform to all the rules of the schools; to obey all the directions of the teachers; to observe good order and propriety of deportment; to be diligent in study, respectful to teachers, and kind and obliging to school mates; to refrain entirely from the use of profane or improper language, and to be clean and neat in person and attire.

ABSENCE AND TARDINESS.—Each morning and afternoon session, it shall be the duty of teachers to notify, without exception, the parents or guardians of every absent scholar, and of every one tardy without excuse. Children shall not be sent home for excuse, when tardy, but may be refused admission at

the next morning session of the school, if by that time an excuse be not furnished by the parent or guardian ; provided, that no pupil be thus refused admittance unless notice of tardiness shall have been previously served according to this rule.

THE ONLY EXCUSES FOR TARDINESS OR ABSENCE accepted by the teacher shall be for *sickness* or some *urgent cause*, rendering punctuality impossible or extremely inconvenient. When excuses are considered insufficient, the teacher shall mark on the record, "Not accepted," and receive the pupil under the following Rule:

SUSPENSION FOR UNNECESSARY ABSENCE.—Pupils absent more than three half days, or tardy more than three times in any school month, without excuse satisfactory to the teacher, or for causes other than those specified in the preceding Rule, unless sufficient guarantees for future regularity are given, may be reported by teachers to the Superintendent, with a recommendation that they be suspended from school till the commencement of the next term, and the Superintendent shall have power to carry out such recommendation. But no teachers shall thus report any pupils until they have given to parents due notice of the delinquencies of their children, and employed all other appropriate means to secure regularity.

SUSPENSION FOR MISDEMEANORS.—Scholars guilty of the above or other irregularities, and habitually neglectful of their studies and of the rules of the school, may be required to report themselves to the Superintendent for advice, admonition, reprimand or suspension, who, at his discretion, may suspend or report to the Board for such action as they may think proper.

ABSENTEES FROM EXAMINATIONS.—Any pupil who shall absent himself from any regular examination of the schools, and

who shall fail to render sufficient excuse for such absence, shall be suspended from the school, and not be allowed to return without permission from the Superintendent or Committee on Discipline.

REGULAR LEAVE OF ABSENCE.—Applications for regular leave of absence or dismissals must be made to the Superintendent, who may grant such requests, provided they do not seriously interfere with the regular course of study.

NOTE.—A certificate—to the effect that the regular leave of absence desired will not “seriously interfere with the regular course of study;” that is, the progress of the pupil and the school—is, in all cases, required from the teacher, before the application is entertained by the Superintendent.—SUPERINTENDENT.

DISMISSALS—LEAVE OF ABSENCE.—No scholar shall be dismissed before the close of the school hours, except at the written request of the parent or guardian. All such requests, however, shall be discouraged by the teacher as much as possible; and if he or she has reason to suppose that the request is made for reasons insufficient to warrant the interruption of the pupil’s studies and recitations, the request shall be refused.

DAMAGES TO SCHOOL PROPERTY.—Scholars who shall be guilty of defacing or injuring any school property, shall be required to pay in full for all damages. Notice of such damages shall be sent to the parents or guardians of the scholar, and in default of payment, the case shall be reported to the Secretary of the Board, who shall proceed with it according to law. Scholars thus reported to the Secretary shall not afterwards be allowed to attend school until payment of damages shall have been made, or the case otherwise adjusted.

SCHOLARS TO LEAVE THE SCHOOL PREMISES.—Scholars shall not be allowed to assemble about the school premises at unreasonable hours before the commencement of school, nor remain after the dismissal of the same.

BOUNDARIES OF DISTRICTS

AND

LOCATIONS OF SCHOOL BUILDINGS.

CHANGES OF NAMES.—The former names of the schools having been the same as the names of the streets on which they are situated, the locations of the several buildings, as given below, will serve as a key to the changes made.

FIRST DISTRICT.

ROCKWELL SCHOOL, (*corner Rockwell and Bond streets.*)—The boundary commences at the north end of Muirson street, and runs thence westerly to the Cuyahoga river; thence along the river to the intersection of Huron and Ontario streets; thence northerly along Ontario street to Prospect street; thence easterly along Prospect and Huron streets to Short alley; thence northerly to Muirson street; thence northerly to the place of beginning.

WILLEY SCHOOL, (*St. Clair, between Dodge and North Perry streets.*)—The boundary commences at the north-east corner of the city; thence westerly on the lake shore to Muirson street; thence southerly to Euclid avenue; thence easterly to Wilson avenue; thence northerly to the place of begining, except the dwellings on the north side of Euclid avenue.

Pupils of the A Grammar class, residing in this district, attend the Rockwell School.

CASE SCHOOL, (*Case avenue, between Superior and Cooper streets.*)—This school receives the pupils of the Primary and D Grammar grades, living in the eastern portion of the Willey School district, the western boundary being determined by the

Committee on Boundaries and the Superintendent, who may change the same whenever it may be deemed advisable.

*HANDY SCHOOL, (corner of St. Clair and Alabama streets.—*This school receives pupils of the C and D Primary grades who live in the immediate vicinity of the school house. The boundaries of the district are fixed by the Superintendent in connection with the Committee on Boundaries.

*RICE SCHOOL, (Eagle street, between Woodland avenue and Erie street.—*The boundary commences at the intersection of Prospect and Erie streets, and runs thence westerly along Prospect street to Ontario street; thence along Ontario street to the Cuyahoga river; thence along the river to Cross street; thence along Cross and Erie streets to the place of beginning.

Pupils of the A, B and C Grammar grades residing in this district attend the Bradburn School.

SECOND DISTRICT.

*BRADBURN SCHOOL, (Brownell, between Sumner and Ohio streets.—*The boundary commences at the intersection of Perry street and Euclid avenue, and runs thence westerly to Short alley, thence southerly to Huron street; thence westerly to Erie street; thence southerly along Erie and Cross streets to the Cuyahoga river; thence along the river to the line of Perry street; thence northerly to the place of beginning.

*STERLING SCHOOL, (Sterling avenue, between Cedar avenue and Libbey street.)—*The boundary commences at the south-west corner of Euclid and Wilson avenues, and runs thence westerly to the intersection of Perry, (including the dwellings on the north side of Euclid avenue); thence southerly on Perry street to Scovill avenue; thence easterly to Charles street; thence southerly

to Woodland avenue; thence easterly to Forest street, (except the dwellings on the north side of Woodland avenue); thence on Forest street northerly to Scovill avenue; thence easterly to Wilson avenue; thence northerly to the place of beginning.

MAYFLOWER SCHOOL, (corner Mayflower and Orange streets.—

The boundary commences at the intersection of Woodland avenue and Forest street, thence runs westerly to Charles street, (including dwellings on the north side of Woodland avenue); thence northerly to Scovill avenue; thence westerly to Perry street; thence southerly to the Cuyahoga river; thence along the river to Kingsbury run; thence easterly to Forest street; thence northerly to the place of beginning.

Pupils of A Grammar grade, residing in this district, attend the Sterling or Bradburn Schools.

WILSON SCHOOL, (intersection of Wilson avenue and Warrensville Road.)—The boundary commences at the intersection of Giddings and Wade avenues; thence runs westerly along the city limits to Wilson avenue; thence southerly to Scovill avenue; thence westerly to Forest street; thence southerly to Kingsbury run; thence easterly to city limits; thence northerly to place of beginning.

Pupils of A Grammar grade, residing in this district, attend the Sterling School; those of B Grammar grade attend the Mayflower School.

WARREN SCHOOL, (Warren street.)—This district includes all that part of the city lying south of Mayflower and Wilson School districts, and east of the Cuyahoga river.

Pupils of A Grammar grade, residing in this district, attend Mayflower or Bradburn Schools; of B and C the Mayflower.

THIRD DISTRICT.

THOME SCHOOL, (Kentucky street, facing the Reservoir.)—The boundary commences at the junction of the lake and river, thence runs westerly along the lake to the line of Taylor street; thence southerly on Taylor street to Bridge street; thence easterly on Bridge street to York street; thence northerly on York street to Franklin street; thence easterly on Franklin street to Russia street; thence along Russia street to the Cuyahoga river; thence along the Cuyahoga river to the lake.

HICKS SCHOOL, (Hicks, between Bridge and Lorain streets.)—The boundary commences at the intersection of Russia street with West River street; thence runs along Russia to Franklin; thence along Franklin to York; thence southerly along York street to the C., C., C. & I. Railway; thence along the C., C., C. & I. Railway to the Cuyahoga river; thence along the Cuyahoga river to Russia street.

SHELDON SCHOOL, (on Peach, facing Orchard street.)—The boundary commences at the intersection of Bridge and York streets; thence runs westerly on Bridge street to the city limits; thence southerly on the westerly line of the city limits to the southerly line of the city limits; thence east along the line of the city limits to Milford street; thence north along Milford street to Clark avenue; thence along Clark avenue to Fountain street; thence along Fountain street to the C., C., C. & I. Railway; thence along the C., C., C. & I. Railway to the line of York street; thence along York street to its intersection with Bridge street.

WASHINGTON SCHOOL, (corner Detroit and St. Paul streets.)—This district includes all that portion of the city lying north of

the Sheldon School district and west of the Thome School district.

WADE SCHOOL, (corner Wade avenue and Mill street.)—The boundary commences at the intersection of the C., C., C. & I. Railway with Kellogg street; thence along Kellogg street to Scranton avenue; thence along Scranton avenue to the city limits; thence westerly along the southerly line of the city limits to Milford street; thence north on Milford street to Clark avenue; thence on Clark avenue to Gauge street; thence on Gauge street to the C., C., C. & I. Railway; thence on the C., C., C. & I. Railway to the place of beginning.

UNIVERSITY SCHOOL, (corner of Tremont street and Pelton avenue.)—The boundary commences at the intersection of the C., C., C. & I. and A. & G. W. Railways; thence along the C., C., C. & I. Railway to Kellogg street; thence along Kellogg street to Scranton avenue; thence on Scranton avenue to the city limits; thence easterly along the city limits to the Cuyahoga river; thence along the river to the Depot of the A. & G. W. Railway.

Pupils of A Grammar grade, in all districts west of the Cuyahoga river, attend the Thome School, excepting those who reside in the University School district, who may attend the school most convenient.

Pupils of B and C Grammar grades in the Sheldon School district, and of B, C and D Grammar grades in the Washington School district, attend the Thome School.

Pupils of B and C Grammar grades in the Wade School district attend the Hicks School.

COURSE OF STUDY.

PRIMARY CLASSES.

FIRST YEAR—CLASS D.

FIRST TERM.

Reading.—Lessons on Cards. A few words to be first learned, then their phonic elements, finally words to be learned from their phonic elements. Sheldon's First Reader may be introduced for occasional exercises, at the discretion of the teacher.

Slate Writing.—Letters and words to be *printed*, as learned. Printing words at dictation.

Number, (concrete.)—Development of distinct perceptions of number as far as ten. Adding and subtracting to ten.

Lessons on Objects and Common Things.—Introduction to the school. Talks about home, toys, pets, parents, names of boys and girls. Why they go to school, &c. Obedience to parents and teachers. Lessons on selected objects named on cards. Color, form, size, weight to be introduced in connection with the things named, during this and the succeeding terms of the year.

Composition.—Copying words and sentences printed on the blackboard by the teacher. Talks about the pictures in the Reader, the children to be encouraged to tell what they see in them. Systematic correction of common faults in the use of language to be commenced in this, and continued through all succeeding grades.

SECOND TERM.

Reading.—Cards to be continued. The power to make out new words, from phonic elements, to be carefully cultivated. In exercises of this kind, words of two or more syllables should frequently be employed.

Slate Writing.—Printing continued; script letters commenced.

Numbers, (concrete.)—Addition, subtraction and multiplication of numbers. Neither numbers employed nor results to exceed fifteen.

Lessons on Objects.—Lessons on the school room, its parts, its furniture. What belongs to the child, to the teacher, to the school? Care of the school room and its furniture. A few talks on what is seen on the way to and from school. Lessons on selected objects named on the Cards.

Composition.—As in the First Term. The children to be now encouraged to write words and short sentences from memory and observation. Descriptions in what they see in the pictures of the Reader.

THIRD TERM.

Reading.—Cards to be completed in connection with the use of Sheldon's First Reader. Words to be spelled by sound and by letter.

Slate Writing.—Words and sentences to be written. Writing words at dictation.

Numbers, (concrete.)—Counting with and without objects to fifty. Addition, subtraction, multiplication and division of numbers. No number to be introduced greater than twenty. Notation of tens taught objectively. The work of the year to be a complete development of numbers as well as a drill in the combination of numbers. No problems involving two or more steps of reasoning to be given.

Lessons on Objects.—The things seen on the way to and from the school, their uses, their parts; stores passed. Where the parents get the various articles used for food, &c. Lessons on selected objects named in the Primer. Lessons on the human body. Common physical actions named.

Composition.—As in the two preceding Terms.

SECOND YEAR—CLASS C.

FIRST TERM.

Reading.—Part I. "Word Method Primer."

Spelling.—All words occurring in the reading lessons to be written, and spelled orally by sound and by letter.

Writing.—On slates in exercises in spelling and composition, and from copy with lead pencil and paper.

Arithmetic.—Counting with and without objects to one hundred. Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to thirty. Exercises in notation and numeration of tens continued and illustrated objectively. Concrete examples to be freely used in this and succeeding Terms. Roman numerals to X.

Lessons on Objects and Common Things.—Clothing of children, girls, boys, on working days and on Sundays. The clothing of animals compared with that of man. Cleanliness enjoined. Lessons on objects named in the Primer. Special lessons on color. The human body and its motions.

Composition.—Writing sentences containing given words, and short descriptions derived from Object Lessons, from pictures, &c., as directed by the Superintendent.

SECOND TERM.

Reading.—Part II. "Word Method Primer."

Spelling and Writing.—The same as in the First Term.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers to forty. Exercises in notation and numeration continued to one hundred. Roman numerals to XX.

Lessons on Objects and Common Things.—Lessons on animals compared with man, limb with limb, action with action. The five senses. Special lessons on form and color.

Composition.—The same as in First Term, but more extended. Writing all requests made of the teacher.

THIRD TERM.

Reading.—Course to be fixed at discretion of Superintendent.

Spelling and Writing.—Continued as in preceding Terms.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of abstract and concrete numbers to fifty. Notation and numeration to hundreds, tens and units illustrated objectively. Roman numerals to L.

Lessons on Objects and Common Things.—Food. What is eaten raw? How prepared? What is cooked before being eaten? How cooked?

Food of the domestic animals. The child's home. Different rooms and their uses; how lighted? heated? Habitations of animals compared with those of man. Special lessons on color, form, size, and weight. Plants.

Composition.—The same as in previous Terms. Systematic exercises in the use of have, do, be, see, and other verbs, and in correction of common faults in the use of the same.

THIRD YEAR—CLASS B.

FIRST TERM.

Reading.—McGuffey's Second Reader, to Lesson XXXV.

Spelling.—All words to be spelled by sound, and by letter orally and in writing. The spelling of names of the days of the week and the months of the year.

Writing.—On slates and on paper, in spelling and in composition exercises.

Arithmetic.—Exercises, mental and written, in addition, subtraction, multiplication and division of numbers within the limits of the tables (100). Numeration and notation of thousands taught objectively. Exercises in the same. Roman numerals to C.

Lessons on Objects and Common Things.—The family and the relative duties of its members. The occupations of men and children. Those who construct dwellings, make furniture, utensils, clothing, supply food, &c. The merchant. Lessons continued on color, form and weight. Liquid measures to be introduced.

Lessons preparatory to Geography.—Location and direction of things in the school room and of the neighboring streets and public buildings. Direction of some of the principal objects throughout the city.

Composition.—Writing sentences containing given words. Descriptions derived from Object Lessons and pictures. Relation of actions performed by the teacher and by pupils under the direction of the teacher.

SECOND TERM.

Reading.—McGuffey's Second Reader completed.

Spelling and Writing.—The same as in the First Term.

Arithmetic.—Notation, numeration and addition, to hundreds of thousands. Multiplication—the multipliers not to exceed nine. The idea of fractions to be developed, and notation of the same to be taught to thirds. Roman numerals to CC.

Lessons on Objects and Common Things.—Surroundings of the house, yard, stable, garden. What is in them? What is done in them? How should they be kept? The various occupations of men and women continued. Lessons on color, form, size, weight and measure continued. Animals.

Preparation for Geography.—The use of maps illustrated by maps of the school room, school yard, and the neighboring streets, drawn upon the blackboard by teacher and pupil.

Composition.—The same as in the previous Term. Sentences to be constructed containing words selected from the reading lessons.

THIRD TERM.

Reading.—Course to be fixed at discretion of Superintendent.

Spelling.—From the Second Reader, to be continued.

Writing.—The same as in the First Term.

Arithmetic.—Addition and multiplication continued. Subtraction taught and illustrated objectively. Exercises in subtraction, minuend not to exceed thousands. Notation of simple proper fractions. Exercises in single step reductions, (descending,) on such parts of tables as may be derived from object lessons, as required below.

Lessons on Objects and Common Things.—Lessons on the measures—bushel, peck, quart, pint, small measure. Color and form. Animals and plants.

Preparation for Geography.—The use of maps illustrated by maps of the school room, school yard, and the neighboring streets, drawn upon the blackboard by teacher and pupil. The Map of Cleveland. Direction as indicated by the map.

Composition.—The same as in previous Terms.

FOURTH YEAR—CLASS A.

FIRST TERM.

Reading.—Third Reader to Lesson XL.

Spelling.—All words in reading lessons to be spelled by sound, and by letter orally and in writing.

Writing.—On slates in exercises in spelling and composition, and from copy with lead pencil on paper.

Arithmetic.—Exercises in addition, subtraction and multiplication, (multipliers not to exceed twenty-five,) and division, (divisors not to exceed five.) Reduction of mixed numbers to improper fractions and the contrary; also, single step reductions of compound numbers to correspond with object lessons. All concrete examples to be analyzed. “Ray’s Rudiments” may be used.

Lessons on Objects and Common Things.—Forest trees. Woods and their uses. Leaves and barks of different trees, distinguishing as many different kinds as possible. Color, form. The measures—yard, foot, inch. The weights—pound, half pound, quarter pound and ounce.

Geography.—The map of the State of Ohio to be taught with the aid of the blackboard. The productions of the State and pursuits of the people. To “Our Country,” in “Guyot’s Elementary Geography.”

Grammar and Composition.—Writing sentences containing given name words, action words, and describing and limiting words; and selecting the same from Reader. Distinction between general and particular name words. Composition based on Object Lessons.

SECOND TERM.

Reading.—Third Reader completed.

Spelling and Writing.—As in previous Terms.

Arithmetic.—Exercises in addition, subtraction, multiplication, (multipliers not to exceed one hundred,) and in short division. Reductions as in previous Terms. Analysis to be continued. Simple calculation of surfaces of rectangles, two sides being given; and of triangles; base and perpendicular height being given.

Lessons on Objects and Common Things.—The productions of the soil in and about Cleveland, different articles of trade, means of transportation, &c.

Geography.—Guyot’s Elementary Geography, “Our Country,” with oral lessons on the map of the world. The routes of travel to Pittsburgh, Detroit, Chicago, Buffalo and Cincinnati.

Grammar and Composition.—Writing sentences predicating actions and qualities of given objects, selecting words from the Reader which denote action and quality as in the First Term. Predicating actions in time past, present and future ; introducing modifiers of the action word to tell where, when, how and what. The adverb. Selecting words from the Reader which denote action, present, past and future. Compositions as in previous Term.

THIRD TERM.

Reading.—Course to be fixed by the Superintendent.

Spelling.—From the Third Reader reviewed.

Writing.—Continued as in previous Terms.

Arithmetic.—Exercises in addition, subtraction, multiplication and short division. Reductions to correspond with object lessons. Simple calculation of contents of parallelopipedons, dimensions not to exceed twenty.

Lessons on Objects and Common Things.—The manufactures of Cleveland. Objects of foreign trade. The spring, what people do in the spring. The summer, what people do in the summer.

Geography.—"Guyot's Elementary Geography." "Other Countries," with review of the Book.

Grammar and Composition.—Review of Grammar so far as already taught, with more extended exercises in Composition.

 GRAMMAR SCHOOLS.

 FIFTH YEAR—CLASS D.

FIRST TERM.

Reading.—Fourth Reader, the first forty lessons. Pupils may be encouraged, with the advice and consent of the Superintendent, to subscribe for some periodical for young folks ; and, if a sufficient number of subscribers can be obtained, the teachers may have reading exercises in the same once or twice per week, instead of reading in the book prescribed for the grade, provided that no child shall be *required* to purchase such periodical.

Spelling.—In the first forty lessons of the Reader, with all technical terms in use in the school work.

Writing.—The use of pen and ink to be commenced and continued throughout the course. Dictation exercises.

Grammar.—Deduction of rules for changing nouns from singular to plural. Distinction between the forms of the adjective denoting different degrees of quality. Subject and predicate to be introduced. Selections of the parts of speech already introduced.

Composition.—Exercises in narration. Descriptive exercises to be commenced.

Arithmetic.—Long Division, Federal money as far as Division. The identity of this system of notation with the decimal system to be pointed out and illustrated. Omit Art. 55 of Text Book. Teachers to develop principles set forth in Art. 57. Cancellation to be omitted.

Geography.—The Central States, commencing at Ohio and proceeding thence to contiguous States, with oral instruction upon subjects of Lessons from VII to XI, Guyot's "Intermediate Geography."

SECOND TERM.

Reading.—Fourth Reader completed, with prescribed omissions.

Spelling.—From the Reading lessons; also of all terms introduced in the course of instruction in the several branches taught.

Grammar.—Personal Pronouns, Prepositions, Conjunctions and Interjections. Synthetic exercises, embracing modifications of subject and predicate to be introduced as rapidly as the progress of the class will permit.

Composition.—As in preceding Term.

Arithmetic.—Federal money completed. Reduction, addition, subtraction and multiplication of Dry and Liquid measures and Avoirdupois weight.

Geography.—The Middle Atlantic, New England and South Atlantic States, and oral lessons upon the subjects of the first seven Lessons.

THIRD TERM.

Reading.—Fourth Reader reviewed with spelling.

Grammar.—Person and gender of nouns and personal pronouns, with review of the two years' course.

Composition.—As in preceding Terms. Letter writing.

Arithmetic.—Reduction, addition, subtraction and multiplication of compound numbers. Troy weight, Apothecaries weight, Cloth and Beer measures to be omitted.

Geography.—The United States completed, with review of definitions.

SIXTH YEAR—CLASS C.

FIRST TERM.

Reading and Spelling.—Fifth Reader. Spelling from Reading Lessons, and Spelling of all technical terms introduced in the course of instruction. (See Class D with reference to periodicals.)

Grammar.—Synthetic exercises; the subject modified by words and phrases. The predicate modified by the same. The adjective and adverbial element to be introduced. The verb—transitive and intransitive. The objective element. Introduction of case. Regular and irregular verbs.

Composition.—Narrative and descriptive exercises extended. Letter writing from pupil to pupil, pupil to teacher, and pupil to parents and absent relatives, on the business of the school.

Arithmetic.—Division of compound numbers, and review of the entire subject of compound numbers. The subjects of the 8th and 9th chapters to be developed by the teacher.

Geography.—The United States reviewed. North and South America. Geographical abbreviations.

SECOND TERM.

Reading and Spelling.—Fifth Reader completed, with prescribed omissions. Spelling as above.

Grammar.—Synthetic exercises to be continued. The clause to be introduced. Selections of all the parts of speech. Verb—active, passive, and neuter. Tense. Analysis of the simple sentence.

Composition.—Narrative and descriptive exercises continued. Letters from home to absent relatives and friends.

Arithmetic.—Development of Fractions. Terms—Simple, Proper and Improper Fractions, Theorems, Reduction to Lowest Terms, Compound to Simple, Common Denominator, Addition and Subtraction.

Geography.—Europe, Asia and Africa. Geographical abbreviations.

THIRD TERM.

Reading and Spelling.—Fifth Reader reviewed. Spelling in all lessons read, with technical terms as above.

Grammar.—Synthetic exercises continued. The subject a word, phrase, or clause; the predicate a noun, an adjective, a verb. Analysis of simple sentences. Mode. Review of previous work.

Composition.—Letters from abroad to friends at home, involving narrations and descriptions.

Arithmetic.—Multiplication, Division, Complex Fractions, and review of Fractions of Simple Numbers.

Geography.—Australia. The entire subject reviewed. Geographical abbreviations.

SEVENTH YEAR—CLASS B.

FIRST TERM.

Reading.—Selections from the works of English poets and prose writers; the poems selected to be read entire. Elocutionary exercises.

Spelling.—Dictation exercises. Words selected from text books, etc. DeWolf's Spelling Book to Part II, through the year; English abbreviations, on page 161.

Grammar.—Harvey's Grammar to be used. Orthography, Etymology and Preliminary Lessons in Syntax.

Arithmetic.—The subject of Decimal Fractions to be developed and taught through to Reduction of Compound Numbers. Common and Decimal Fractions of Compound Numbers to be taken together, and the correspondence between the two to be kept in view.

U. S. History.—Anderson's History to the Revolution.

Geography.—Review of the work assigned in the first term to Class D; one lesson per week.

SECOND TERM.

Reading.—Selections from poets and prose writers as above, continued.

Grammar.—Etymology, with incidental instruction in Syntax. Analysis of simple sentences.

Arithmetic.—Percentage and Interest to Partial Payments.

U. S. History.—Through the Revolution.

Geography.—Review of the work assigned to Class D for the Second Term ; one lesson per week.

THIRD TERM.

Reading.—See First Term.

Grammar.—Orthography and Etymology completed. Synthetic exercises, introducing the compound sentence. Analysis of the same.

Arithmetic.—Ratio, Proportion and Aliquots. Review of the subject so far as completed.

U. S. History.—Review of the work of previous Terms.

Geography.—Review of work assigned to Class D for the Third Term ; one lesson per week.

EIGHTH YEAR—CLASS A.

FIRST TERM.

Reading.—Reading as in Class B, and elocutionary exercises.

Spelling.—DeWolf's Speller to Part III, through the year. Words selected from the text books used. Latin abbreviations, as on page 162.

Grammar.—Analysis and Syntax.

Arithmetic.—Review of previous work, and advance to "Analysis."

U. S. History.—Anderson's History, from Section V to Section VIII.

Geography.—Review of the work assigned to the C Class for the First Term ; one lesson per week.

SECOND TERM.

Reading.—See First Term.

Grammar.—Analysis and Syntax.

Arithmetic.—Book completed, with omissions prescribed by the Superintendent.

U. S. History.—Anderson's History, Sections VIII and IX, with oral instruction on the Constitution.

Geography.—Review of the work assigned to the C Class for the Second Term ; one lesson per week.

THIRD TERM.

Reading.—See First Term.

Grammar.—Entire subject to be reviewed.

Arithmetic.—The entire subject to be reviewed, with omissions as above.

U. S. History.—To be reviewed.

Geography.—Review of the United States ; one lesson per week.

LEHR-PLAN

FÜR DIE

DEUTSCHEN KLASSEN DER OEFFENTLICHEN SCHULEN.

D PRIMARY—I. SCHULJAHR.

Anschauungs-Unterricht.—1. concentrischer Kreis. Das Schulzimmer—Benennung der sichtbaren Gegenstaende und ihrer Theile; Uebereinstimmung und Verschiedenheiten derselben: Gestalt, Groesse, Farbe, Stoff; Ein- und Mehrzahl. Die Lehrgeraethschaften—Begriff des “Mein und Dein,” und dabei Einuebung der besitzanzeigenden Fuerwoerter und des Gebrauchs des Genitivs. Die Schueler und der Lehrer—ihre Thaetigkeiten, Eigenschaften: fleissig, artig, aufmerksam, u. s. w. Der menschliche Koerper—Theile, Thaetigkeiten, (jeder Mensch hat ----, jeder Mensch kann ----, einige Menschen haben, koennen, wollen ----;) fuenf Sinne, Bewegung, Stimme. Das Thier—einige Vierfueszler, Vogel, der Fisch; Vergleich mit dem Menschen; Theile, Thaetigkeiten, Eigenschaften. Die Nahrung—gewoehnliche N. des Menschen, der Thiere; woher? wozu? wie bereitet? Miszbrauch, zuviel, zur Unzeit. Die Kleidung—der Kinder, der Erwachsenen, fremder Leute, Vergleich mit der Bedeckung der Thiere; woher? wie? wozu? wie bereitet? Waesche, Ordnung, Reinlichkeit; reich und arm. Die Wohnung—Wohnstube, Schlafkammer, Kueche, Keller; wozu jedes? welche Geraethe? welche Behandlung? Licht, Heizung; Entstehung des Hauses; Material, Maurer, Zimmermann; Wohnungen der Thiere.*

Lesen.—“Das erste Buch fuer Schule und Haus,” von H. Reffelt. Erklaerung des Lesestoffs; richtiger Wortaccent.

Schoenschriften.—Das kleine und grosse Alphabet nach der Reihenfolge, die das Lesebuch angiebt. Schiefertafel. Richtige Haltung des Koerpers und der Finger.

* Das Material zum Anschauungs-Unterricht in den vier Primary Klassen ist theilweise nach der Angabe in der Unterrichtslehre von Schwarz und Curtmann geordnet.

COURSE OF STUDY
FOR THE
GERMAN DEPARTMENT.

D PRIMARY—I. YEAR.

Object Lessons.—1. Concentric Circle. The Schoolroom—names of objects visible in it, and of their parts; resemblance and difference among these objects, as to form, size, color, material; singular and plural. School Furniture and Utensils—notions of “mine and thine;” practice in the possessive pronouns and use of the possessive case. Scholars and Teacher—their actions and qualities; as, diligent, polite, attentive---- The Human Body—its actions, (every man has----, every man can----, some men have, can, like, &c., &c.) qualities; as old, young, tall, small, strong, weak----; the five senses, motion, voice. Living Beings—such as quadrupeds, birds, fish; comparison with the human body, parts, actions, qualities. Food—of men, of animals, where obtained, for what purpose, how prepared, abuse, too much, proper time. Clothes—of children, of grown persons; of classes of persons, compared with clothing of animals; sources, preparation, purpose; washing, order, cleanliness; rich and poor. The Dwelling-House—sitting-room, bed-room, kitchen, cellar; use of each; furniture, how treated; light, heating; the building of the house, materials, carpenter; dwellings of animals.

Reading.—“The First Book for School and House,” by H. Reffelt.
Explanation of what is read; correct accentuation of words.

Writing.—Small letters and capitals, according to the order of the book.
Slate; correct position of body and fingers.

Rechtschreiben.—In Verbindung mit dem Leseunterricht. Genaues Anschauen der Woerter, welche das Buch enthaelt; Dehnung mit h, e, und den Doppelvocalen; Schaerfung mit sz, tz, ck, und den Doppelconsonanten; "Umlaute;" Zerlegen der Woerter in Silben und Laute.

Sprache.—In Verbindung mit dem Anschauungs- und Leseunterricht. Anleitung, die Gedanken in vollstaendigen, abgerundeten Saetzen auszudruecken; lautrichtige Aussprache; Verbesserung oft vorkommender Fehler; Auswendiglernen kleiner Verschen.

Uebersetzen.—Leichte Woerter und Saetzchen aus dem Lesebuch.

Zeichnen.—Die leichten Zeichnungen, welche das Buch enthaelt.

Singen.—Uebungen, aehnlich denjenigen, welche im englischen Penum vorgeschrieben sind; ferner einige heitre deutsche Kindermelodien.

C PRIMARY—II. SCHULJAHR.

Anschauungs-Unterricht.—2. concentrischer Kreis. Die Familie—Vater, Mutter, Geschwister, Verwandte, Gesinde. Was thut jedes? Arbeitsvertheilung, Pflege, Krankheiten. Dienstleistungen der Thiere—Fuhrwerk und Zugvieh; das Fuettern der Thiere; Milch; Stall und Kaefig; Hund und andere Hausthiere als Diener der Menschen; Heerde auf der Weide; das Schlachten, Fleisch, Fett, Haut; Thierquaelerei. Die Umgebung des Hauses—Hof, Scheune, Stall, Garten; was darin ist und geschieht; Ueberwachung. Die Stadt—zuerst Strasse und Nachbarschaft, dann das Ganze; Privat und oeffentliche Gebaeude; die Gemeinde, was ihr zugehoert. Die Beschaeftigungen und Berufsarten der Menschen—Handwerker, Kaufleute, Beamten, Lehrer, Landleute, u. s. w. Die naechste Umgebung des Wohnortes—Garten, Aecker, Wiesen, Wege, Pflanzen-vergleichung; wechselnde Erscheinungen in den Jahreszeiten; Grundeigenthum, Umzaeunungen. Der Wald—Baeume, Straeucher, Beeren, andere Fruechte, Vergleich mit denen des Gartens; Holz zum Bauen, Brennen, Verarbeiten, Laub; wilde Thiere, Singvoegel; Sumpf, Frosch, Kaefer, Ersatz fuer Brennholz, Kohlen. Umliegende Ortschaften—Vergleich zwischen Stadt und Land; das Gemeinschaftliche und Verschiedene. Wege fuer Fuhrwerke, fuer Fussgaenger, Bruecken, Pflaster; Entfernung, Richtung nach bekannten Punkten, (Vorbereitung fuer die Geographie.)

Orthography.—In connection with Reading ; precise viewing of the words in the book, lengthening with h, e and the diphthongs, shortening with sz, tz, ck and the double consonants ; “ Umlaute ; ” analysis of words by syllables and sounds.

Language.—In connection with Object Lessons and Reading ; practice in expressing thoughts in complete sentences ; pronunciation according to sound ; correction of frequently occurring mistakes ; committing to memory of short verses.

Translation.—Easy words and sentences from Reader.

Drawing.—The easy drawings in the book.

Singing.—Exercises similar to those prescribed in the English course ; a few cheerful German juvenile songs.

C PRIMARY—II. YEAR.

Object Lessons.—2. Concentric Circle. The Family—father, mother, sisters and brothers, servants and other relatives ; what each does ; division of labor, nursing, illness. Work done by animals—wagons, and draught animals, food, milk ; stable and cage ; dog and other domestic animals as servants to men ; cattle in the pasture, slaughtering, meat, fat, skin ; cruelty to animals. Surroundings of the house—yard, barn, stable, garden, their contents and the work done in them ; overseeing. The City—first street and neighborhood, then the whole ; private and public buildings ; the city government and what belongs to it. Trades and occupations of men—mechanics, merchants, officers, teachers, farmers, &c., &c. Immediate vicinity of the place—gardens, fields ; comparison of plants, their changes during the seasons ; landed property, fences. The woods—trees, shrubs, berries and other kinds of fruit, compared with those of the garden ; wood for fuel (coal) and building purposes, how hewn ; foliage ; wild animals, singing birds ; swamp, frog, beetle. Environs of the City—comparison between town and country, what they have in common, what they differ in ; wagon roads, footpaths, bridges, pavements, distance, direction of known places ; (preparatory work for Geography.)

Lesen.—"Zweites Buch fuer Schule und Haus," von H. Reffelt. Deutliche Accentuirung; natuerliche Betonung; Abfragen des Lesestoffs.

Schoenschreiben.—Das kleine und grosze Alphabet nach der genetischen Reihenfolge. Schiefertafel. Siehe ferner D Primary.

Rechtschreiben.—Lautrichtiges Niederschreiben dictirter Woerter und Saetzchen; haeufiges Abschreiben aus dem Lesebuch; ferner wie in D Primary, wozu das Buch die noethigen Anhaltepunkte bietet.

Sprache.—Ganz wie in D Primary; ferner Auswendiglernen kleiner Gedichte und Wiedererzaehlen von Fabeln und Erzaehlungen.

Uebersetzen.—Leichte Theile des Lesestoffs in's Englische und Rueckuebersetzen in's Deutsche. Dieser Unterricht ist nich selbstaendig, sondern steht in Verbindung mit dem Leseunterricht.

Zeichnen.—Einfache Figuren mit geraden und krummen Linien, anknuepfend an die Objecte, die im Ansch.-Unt. vorkommen; die Wahl bleibt dem Lehrer ueberlassen; das Lesebuch dieser Klasse enthaelt ebenfalls eine Menge brauchbarer Zeichnungen.

Singen.—Wie in D Primary.

B PRIMARY—III. SCHULJAHR.

Anschauungs-Unterricht.—3. concentrischer Kreis. Berg, Thal, Ebene—Besonderheiten, Huegel, Fels, Schlucht, Hohlweg, Steinbruch, Bergwerk. Gewaesser—Quelle, Teich, Bach, Fluss, Strom, See, Meer; Kahn, Schiff. Thiere—zahme and wilde; Vergleichung der Klassen und einiger Unterabtheilungen, z. B., Katze, Wolf and Maus; Taube und Huhn; Frosch und Schlange; Hecht, Aal und Haering; Schmetterling, Kaefer und Fliege; Schnecke und Wurm, (stufenweise immer schaefer betrachtend, hinleitend auf das Gemeinsame und Unterschiedliche.) Pflanzen—Baeume, erst nach ihrem Standorte, ihre Veranderung im Jahre; Repraesentanten der Gattungen vergleichen; Apfelbaum und Tanne; Haselnuss und Johannisbeere; Kohl und Bohne; Zwiebel und Tulpe; Weizen, Gras und Rohr; Moos und Schwamm; Getreide, Kartoffel; Gebrauch, Verschiedenartigkeit der Wurzeln, Blaetter und Bluethen. Mineralien—Steine, Metalle. Salz, Kalk, Sand, Kreide, Thon, Lehm; Bauen, Werkzeuge. (Anmerkung.—Objecte aus dem Bereiche der Naturgeschichte sollten womoeglich "in natura" vorgefuehrt werden.)

Reading.—"Second Book for School and House," by H. Reffelt; distinct accentuation and enunciation, natural emphasis; questioning on reading matter.

Writing.—The small letters, and capitals, according to genetic succession. Slate. Compare D Primary.

Orthography.—Writing of words and small sentences from dictation (correct if according to sound); frequent copying from the book. Everything else as in D Primary.

Language.—As in D Primary. Committing to memory of small poems, and repetition (on the part of the children) of fables and stories.

Translation.—Easy parts of Reader into English and back into German, in connection with the reading lessons.

Drawing.—Plain figures with straight and curved lines in connection with the objects in Object Lessons, and subject to discretion of the teacher.

Singing.—As in previous grade.

B PRIMARY—III. YEAR.

Object Lessons.—3. Concentric Circle. Plain, valley, mountain—hill, rock, hollow, cave, quarry, mine. Waters—source, pond, brook, river, lake, ocean; boat, vessel. Animals—tame and wild, comparison of classes and some subdivisions, as cat, wolf and mouse; pigeon and chicken; frog and snake; pike, eel and herring; butterfly, beetle and fly; snail and worm (the distinctions become gradually more particular and are directed to what the objects have in common and to that in which they differ). Plants—trees, according to their locality, change during the year; compare representatives of species; pine and apple-tree; hazelnut and currant; cabbage and bean; onion and tulip; wheat, grass and reed; moss and mushrooms; grains, potatoes; use; variety of roots, leaves and blossoms. Minerals—stones, metals, salt, lime, sand, chalk, clay; building and building-instruments.

Lesen.—"Zweites Lese- und Lehrbuch," von H. Reffelt. Erklerung und Abfragen des Lesestoffs; Satzzeichen und Betonung. (Anmerkung.—Da das Buch seines Umfangs wegen nicht in dieser Klasse durchgelesen werden kann, so whle der Lehrer die passendsten Lesestuecke aus und uebergehe die andern.)

Schoenschreiben.—Henze's Schoenschreibhefte No. I und II. Richtige Feder und Koerperhaltung, Sauberkeit.

Rechtschreiben.—Anhaeuftung der Consonanten am Anfang und am Ende der Woerter; Gebrauch der groszen Anfangsbuchstaben; einige Satzzeichen. Sonst wie in D und C Primary. An die Stelle des Lautirens tritt das Buchstabiren.

Sprache.—Wie in D and C Primary. Saeetze formiren und niederschreiben lassen. Was die Dinge thun; wie, wo und was sie sind; wann, wo, wie und warum etwas geschieht. Gedichte aus dem Gedaechnisniz niederschreiben.

Uebersetzen.—Einfache nackte und erweiterte Saeetze aus dem Lesebuch nach Wahl des Lehrers.

Zeichnen.—Leichte Figuren mit einfacher Schattirung. Theilung der Linien und Flaechen und dadurch Uebung des Augenmaszes; siehe C Primary.

Singen.—Wie in D und C Primary; heitere Volksmelodien.

A PRIMARY—IV. SCHULJAHR.

Anschaungs-Unterricht.—4. concentrischer Kreis. Der Himmel—Sonne, Mond, Sterne; Himmelsgegenden; Tageszeiten; Sonnenlicht; Daemmerung; Mondwechsel, Woche, Monat. Die Witterung—Wolken, Nebel, Regen, Thau, Schnee, Reif, Eis, Gewitter, Hagel. Die Zeit—Zeitmesser, Uhren, Sonne; Tag 24 Stunden; Woche, Monat, Jahr in Tage aufgeloeest. Vertheilung der Geschaefte in den verschiedenen Tages und Jahreszeiten. Alter der Menschen, einiger Thiere; einige geschichtliche Daten. Menschenwerke—Muehlen, Fabricken, Eisenbahn. Kuenste. Naturgeschichtliches—Erweiterung des Vorgekommenen; Giftpflanzen. Geld—verschiedene Muenzsorsen, namentlich franzoesische, englische und deutsche. Mass und Gewicht—auslaendisches. Handel—Verkehrswege. Gesundheit und Krankheiten—Arzt, Arzenei, Apotheke, Hausmittel, Diaet. Der Tod—Ursachen, Tod in jedem

Reading.—Second Reader, by H. Reffelt. Explanations and questions on reading matter; punctuation-marks and emphasis.

Penmanship.—Henze's copy-books, No. I and II. Correct position of body and hand; neatness.

Orthography.—Several consonants in the beginning and end of words; use of Capitals; a few punctuation-marks. Spelling in place of "Lautiren." The rest as in C and D Primary.

Language.—As in C and D Primary. Formation and writing of sentences: what the objects do; how, where and what they are; when, where, how and why anything is done; writing little poems from memory.

Translation.—Simple and enlarged sentences from Reader, selected by teacher.

Drawing.—Easy figures, plane shading, division of lines to practice the eye. See C Primary.

Singing.—As in C and D Primary; cheerful tunes.

A PRIMARY—IV. YEAR.

Object Lessons.—4. Concentric Circle. The sky—sun, moon, stars; cardinal points, times of day, sunlight, twilight, phases of the moon, week, month. The weather—clouds, fog, rain, dew, snow, frost, ice, thunder-storm, hail. Time—time-measure; clocks, watches, sun; day equal to 24 hours; week, months, year. Distribution of work in different times of the day and seasons. Age of men, of some animals, some historical data. Works of men—mills, factories, railroads. Arts. Natural history—enlarging on what has been learned in the previous grades; poisonous plants. Money—different sorts of coin, especially French, German and English. Weights and measure—foreign. Commerce—means and roads. Health and diseases—physician, medicine, druggist, domestic remedies, diet. Death—causes, death at every age, funeral. (Remark.—Besides

Alter, Begraebnisz. (Anmerkung.—Neben diesem beschreibenden Cursus laeuft durch alle vier Klassen ein erzählender her, welcher Erlaeuterungen zu jenem liefert, stets aber nebensaechlich bleibt.)

Lesen.—"Drittes Lese-und Lehrbuch," von H. Reffelt, von Seite 63 bis 162. Siehe ferner D, C und B Primary.

Schoenschreiben.—Henze's Schoenschreibhefte, No. III und IV. Siehe ferner B Primary.

Rechtschreiben.—Anschauung aehnlich lautender Woerter; Dictate, Abschreiben, Niederschreiben aus dem Gedaechnis; genaue Correctur.

Uebersetzen.—Einfache und zusammengesetzte Saetze; siehe D, C und B Primary. (Anmerkung.—In den vier unteren Klassen [D, C, B und A Primary] ist der Unterricht muendlich, in den vier oberen [D, C, B und A Grammar] muendlich und schriftlich.)

Sprache.—Wie in D, C und B Primary. Ferner Haupt-Eigenschafts-Fuer-und Zeitwort. Niederschreiben von Gedanken, wie sie sich aus dem Ansch.-Unt. ergeben.

Singen.—Wie in B Primary.

D GRAMMAR—V. SCHULJAHR.

Anschauungs-Unterricht.—Naturgeschichtliches und Anderes.

Lesen.—"Drittes Lese-und Lehrbuch," von H. Reffelt, von Seite 1 bis 62, und von Seite 163 bis zu Ende. Erklaerung und Wiedergabe des Lesestoffs; Anleitung, die Gedanken in ganzen abgerundeten und wohlgeordneten Saetzen auszusprechen; dies darf in keiner Klasse ausser Acht gelassen werden. Betonung; Auswendiglernen und Declamiren von Gedichten.

Grammatik.—1. concentrischer Kreis.—(a.) Aus der Satzlehre—Satz, nothwendige Glieder desselben; Frage-Befehl-Wunsch-Ausrufe-und Behauptungssatz; das Subject kann sein: Hauptwort, Fuerwort, das Praedicat kann aus Zeit-Eigenschafts-und Hauptwort bestehen; Copula; Satz steht in der Einzahl oder Mehrzahl, Gegenwart, Vergangenheit oder Zukunft; Object; passive Form. (b.) Aus der Wortlehre—Die Wortarten: Haupt-Eigenschafts-Fuer-Zeitwort, Artikel und deren Bedeutung; die starke Declination des Hauptwortes, Declination des bestimmten und unbestimmten Artikels; Endungen, welche das Eigenschaftswort in Verbindung

this descriptive course there is a narrative course through all the four grades, which assists the main course, but yet is of less importance.)

Reading.—Third Reader, by H. Reffelt, from page 63 to 162. See previous grades.

Penmanship.—Henze's copy-books No. III and IV.

Orthography.—Words of similar sound; dictation, copying, writing down from memory, thorough correction.

Translation.—Simple and compound sentences. See previous grades. (Remark.—In the four primary grades translating is carried on orally, in the four grammar grades, both orally and in writing.)

Language.—As in D, C and B Primary; noun, adjective, pronoun, verb; writing down of thoughts resulting from object lessons.

Singing.—As in B Primary.

D GRAMMAR—V. YEAR.

Object Lessons.—Topics from Natural History.

Reading.—Third Reader, by H. Reffelt, from page 1 to 62, and from page 163 to end. Explanations and recitations on reading-matter; practice to express thoughts in grammatical, well arranged sentences; this latter to be insisted upon in every grade. Proper emphasis in sentences. Declamation of poetry.

Grammar.—1. Concentric Circle. (a.) Syntax—simple sentence, principal elements of the same; interrogative, imperative, optative, exclamative, declarative; subject may be a noun or a pronoun; predicate may be verb, adjective, noun; copula; sentence in the singular or plural, in present, past or future; object; passive voice. (b.) Etymology—parts of speech, noun, adjective, pronoun, verb, article and their meaning; declension (strong) of nouns and declension of definite and indefinite article; terminations of adjective

mit dem Hauptwort annimmt. (c.) Aus der Lautlehre—Unterscheidung von Laut und Buchstabe, Vocal und Consonnant, einfache und zusammengesetzte Laute, An- und Auslaute; Umlaute. (d.) Aus der Wortbildungslehre—Stamm- und Neben-, Vor- und Nachsilben; zusammengesetzte Hauptwoerter: aus Haupt- und Hauptwoertern, Haupt- und Eigenschaftsworthern; zusammengesetzte Eigenschaftsworther; abgeleitete Haupt, Eigenschafts- und Zeitwoerter. (Anmerkung.—Damit die Kinder zu Vergleichen angeregt werden, sind die technischen Ausdruecke ebenfalls in Englisch zu geben.)*

Aufsatz.—Einfache und einfach erweiterte Saetze. Vorzueglich Acht zu haben auf geeignete Wahl der Eigenschaftsworther. Themata, den Kindern aus dem Ansch.-Unt. bekannte Gegenstaende. Beispiele: Der Pfau—einige (mindestens zwei) Eigenschaften, einige Thaetigkeiten; Vergleich mit andern Voegeln; Nutzenanwendung. Der Mond—Eigenschaften, Thaetigkeiten; Vergleich mit der Sonne; Nutzen. Der Diamand—Eigenschaften; was geschieht damit? Gelegentlich Niederschreiben von Geschichtchen und Gedichtchen aus dem Gedaechnisz oder unmittelbar nach Anhoren.

Schoenschreiben.—Henze's Schoenschreibefhefte No. V und VI; sonst wie in den unteren Klassen.

Uebersetzen.—Die Uebungsstuecke aus Doerner's "German English Guide," sind auf die vier Grammar Klassen zu vertheilen und schriftlich und muendlich zu uebersetzen; ebenfalls Lesestoff.

Singen.—Leichte ein- und zweistimmige Volkslieder.

C GRAMMAR—VI. SCHULJAHR.

Anschaungs-Unterricht.—Siehe D Grammar.

Lesen.—"Viertes Lese- und Lehrbuch," von H. Reffelt, von Seite 1 bis 75; sonst wie in D Grammar.

Grammatik.—2. concentrischer Kreis. (a.) Aus der Satzlehre—Umschand des Ortes, der Zeit, der Weise and des Grundes; Analyse des

* Die Vertheilung der Grammatik auf die vier Grade ist aehnlich der im Leitfaden von Panitz.

connected with noun. (c.) Orthography—difference between sound and name of sound (letter), vowel and consonant, simple and compound sound; first and last sound of syllables and words. (d.) Derivation and formation of words—roots, prefixes and affixes; compound nouns, consisting of noun and noun, noun and adjective; compound adjectives; derivative nouns, adjectives and verbs.

Composition.—Simple sentences. Special stress upon proper choice of adjectives. For composition subjects, take objects familiar to the children from object lessons. Examples: The peacock—a few (at least two) properties, a few actions, comparison with other birds, usefulness. The moon—attributes, what it does, comparison with sun, usefulness. The diamond—properties, what is done with it. Occasional writing of little stories and poetry from memory or immediately after hearing the same read.

Penmanship.—Henze's copy-books, No. V and VI. See previous grades.

Translation.—Exercises from "Doerner's German English Guide," to be distributed among the four Grammar grades and to be translated orally and in writing. Translation of reading-matter.

Singing.—Easy, popular songs of one and two parts.

C GRAMMAR—VI. YEAR.

Object Lessons.—See D Grammar.

Reading.—Fourth Reader, by H. Reffelt, from page 1 to 75. See D Grammar.

Grammar.—2. Concentric Circle. (a.) Syntax—adverbial element of place, time, manner and cause. Analysis of simple sentences;

einfach erweiterten Satzes; gleichartige Satzglieder-zusammengezogener Satz, Bindewörter; Haupt-und Nebensatz, Vor-und Nachsatz. (b.) Aus der Wortlehre—Persönliche Wörter und ihre Declination; besitzanzeigende Wörter; Zeitwort; Unterscheidung von Personal, Zeit, Zahl, Thätigkeits-und Leidenform; Conjugation einiger Zeitwörter; Umstandswörter; Praepositionen mit dem Genitiv, Dativ, und Dativ und Accusativ; Zahlwörter; Grund-und Ordnungszahlwörter. (c.) Aus der Laut und Wortbildungslehre—Kürzung und Dehnung des Vocals; die Consonanten g, d, b im Vergleich mit k, t, p; der Gebrauch des sz, ss und s (s); zusammengesetzte Hauptwörter: aus Zeit-und Hauptwort, Zahl-und Hauptwort, Verhältnisz-und Hauptwort; die Steigerung des Eigenschaftswortes; Zusammensetzung des Zeitwortes aus Zeit-und Verhältniszwort, aus Zeit-und Umstandswort.

Aufsatz.—Zusammengezogene Sätze; Relativsätze. Vorzüglich Acht zu haben auf geeignete Wahl der Zeitwörter und Eigenschaftswörter. Themata, wie in D Grammar; dazu der Lesestoff für C Grammar sowohl als auch Geographisches. Beispiele: die Gärten im Sommer—Eindruck derselben auf das Auge, Eigenschaften und Thätigkeiten des darin Vorkommenden; Vergleich mit Wiese und Feld; Nutzen. Die Bürgerschaft, (von Schiller); Niederschreiben derselben in Prosa; Hauptmomente anzugeben; Attentat und Urtheil; Reise zum und vom Freunde; Hindernisse; Beschämung des Königs. Das Mississippithal—Eindruck auf Auge und Ohr; Eigenschaften und Thätigkeiten; Umgebung; Geschichtliches; Vergleich mit einem bekannten Flus; Nutzen.

Schoensreiben.—Henze's Schoenschreibhefte, No. VII and VIII; die Aufsätze und Uebersetzungen sind in's Reine zu schreiben; sonst wie in den unteren Klassen.

Uebersetzen.—Siehe D Grammar.

Singen.—Siehe D Grammar.

B GRAMMAR—VII. SCHULJAHR.

Anschaungs-Unterricht.—Einiges aus dem Gebiete der Naturlehre.

Lesen.—"Viertes Lese-und Lehrbuch," von H. Reffelt, von Seite 76 bis 146. Siehe D Grammar.

two or more subjects or predicates—compound sentence; conjunctions. Principal proposition, subordinate. (b.) Etymology—personal pronouns and their declension; possessive pronouns; verb, distinction between person, tense, number, active and passive voice; conjugation of a few verbs; adverbs; prepositions requiring the genitive, dative, dative and accusative; numerals, cardinals and ordinals. (c.) Orthography, derivation and formation of words—shortening and lengthening of vowels; g, d, b compared with k, t, p; use of ss, sz and s (final). Compound nouns, of verb and noun, of numeral and noun, of preposition and noun. Comparison of adjectives. Verbs compounded with particles.

Composition.—Complex sentences; relative clauses. Special care in the proper choice of adjectives and verbs. Subjects as in D Grammar, together with reading-matter for C Grammar, and topics from geography. Examples: Gardens in summer—their impression on the eye, qualities and actions of objects in gardens; garden compared with field and meadow; use. Die Buergschaft (ballad by Schiller); turn the poem into prose; indicate principal points: the attack and sentence, journey to the friend and back, obstacles, sentiments of the king. The Mississippi valley—impression on eye, qualities and attributes, surroundings, historical points; comparison with a familiar river; usefulness.

Penmanship.—Henze's copy-books, No. VII and VIII. Compositions and translations to be copied. See D Grammar.

Translation.—See D Grammar.

Singing.—See D Grammar.

B GRAMMAR—VII. YEAR.

Object Lessons.—Lessons in elementary Physics.

Reading.—"Fourth Reader," by H. Reffelt, from page 76 to 146.

See D and C Grammar.

Grammatik.—3. concentrischer Kreis. (a.) Aus der Satzlehre—das unpersoenliche Fuerwort als Subject; Object im Accusativ, Dativ, Genitiv; doppeltes Object in verschiedenen Faellen; Haupt-und Nebenglieder des Satzes; bejahende und verneinende Saeetze; zusammengesetzte Saeetze und die darin gebrauchten Bindewoerter. (b.) Aus der Wortlehre—Arten des Zeitwortes; bezuegliches, unbezuegliches und rueckbezuegliches; die Zeitformen; die Formen der Aussageweise; Indicativ und Conjunctiv der Huelfszeitwoerter und Zeitwoerter; Huelfszeitwoerter der Aussageweise; Bedingungs-Befehlsform, Grundform und Mittelwort; starke und schwache Conjugation und Declination; Declination der Eigennamen; das rueckbezuegliche, hinweisende, fragende, bezuegliche und unbestimmte Fuerwort. (c.) Aus der Laut-und Wortbildungslehre—Ausbau des Materials in C Grammar.

Aufsatz.—Kleinere Satzreihen; Anwendung des Semicolon und Colon. Vorgeueglich Acht zu haben auf richtiges Zusammenpassen der Saeetze und auf Klarheit des Ausdrucks. Themata: Lesestoff; Erfindungen und Entdeckungen; Gewinnung der Metalle; Gegenstaende aus dem Anschauungs-Unt. in der Naturlehre; Biographien. Beispiele: Das Eisen—Vorkommen; Aussehen; Eigenschaften; Vergleich mit Gold; Geschichtliches; Verbreitung; Nutzen. Die Erfindung der Buchdruckerkunst—Vorgang des Druckens; wie frueher? wann und unter welchen Umstaenden zum ersten Mal? Biographisches; Verbreitung; Nutzen. Die Vehmgerichte—Beschreibung der Gerichts-Versammlung; Art der Verbrechen, die Strafarten; Nutzen. Niederschreiben erzaehter Geschichtchen und Fabeln; Niederschreiben der betreffenden Moral; nachdem eine Fabel ohne dieselbe erzaeht worden.

Schoenschreiben.—Henze's Schoenschreibehefte, No. IX; Aufsaetze und Uebersetzen in's Reine schreiben.

Uebersetzen.—Siehe D Grammar.

Singen.—Siehe D Grammar.

A GRAMMAR—VIII. SCHULJAHR.

Anschauungs-Unterricht.—Siehe B Grammar.

Lesen.—"Viertes Lese-und Lehrbuch," von H. Reffelt, von Seite 146 bis zu Ende. Siehe namentlich D Grammar.

Grammar.—3. Concentric Circle. (a.) Syntax—impersonal pronoun, as subject; object in the accusative, dative, and genitive; double objects in different cases; principal and subordinate parts of the sentence; affirmative and negative sentences; compound sentences and conjunctions in the same. (b.) Etymology—classes of verbs transitive, intransitive and reflective; the tenses, modes; indicative and subjunctive modes of auxiliaries and verbs; auxiliaries of mode; conditional and imperative, infinitive, participial; strong and weak declension; declension of proper names; reflective, demonstrative, interrogative, relative and indefinite pronouns.

Composition.—Shorter periods; use of semicolon and colon; special care in regard to correct agreement of sentences and clearness of expression. Subjects: the reading matter from Reader; discoveries and inventions; obtaining of metals; topics on lessons in physics; biographies. Examples: Iron—where found; how it looks; qualities; compared with gold; historical points; use. The invention of the art of printing; written communication of thought before the invention; when, and under what circumstances was the invention introduced? biographical points; its diffusion; usefulness. The “Vehmcourts;” description of court proceeding: nature of crimes; modes of punishment; usefulness. Written repetition of stories told; the teacher reads a fable before the class; the pupils afterwards write the moral.

Penmanship.—Henze’s Copy Books, No. IX; copying of compositions and translations.

Translation.—See D Grammar.

Singing.—See C and D Grammar.

A GRAMMAR—VIII. YEAR.

Object Lessons.—See B Grammar.

Reading.—Fourth Reader, by H. Reffelt, from page 146 to the end; see B, C, and especially D grade.

Grammatik.—4. concentrischer Kreis. (a.) Aus der Satzlehre—Zusammengesetzte Sätze und zwar: a. Satzverbindung und die darin gebrauchten Bindewörter und Satzzeichen; b. das Satzgefüge und die darin gebrauchten Für-, Umstands- und Bindewörter; die Arten der Nebensätze im Satzgefüge; Subjectiv-, Objectiv-, Attributiv- und Adverbialsätze; Perioden. Wiederholung aller vier conc. Kreise. (b.) Aus der Wortlehre—Unregelmäßige Zeitwörter und deren Conjugation; doppeltes Geschlecht der Hauptwörter; Umstandswörter, Arten derselben; Praepositionen und welche Fälle sie regieren; Ausrufewörter. Wiederholung der vier Kreise. (c.) Aus der Laut- und Wortbildungslehre—der Umlaut; der Ablaut in der Conjugation der Zeitwörter; die Verwandlung der Consonanten in abgeleiteten Wörtern; Ableitung der Umstandswörter von Haupt-, Eigenschafts-, Für-, Verhältnisz- und Zahlwörtern; Wortfamilien. Wiederholung der vier Kreise.

Aufsatz.—Das Material der unteren drei Klassen; die Periode. Vorzüglich Acht zu haben auf Klarheit der Darstellung und auf Vermeidung überflüssiger Wörter. Themata: Gegenstände aus dem Anschauungs-Unterricht in der Naturlehre, Betrachtungen über abstracte Gegenstände, Briefe, Zeitungs-Berichte über Vorgefallenes, Aufsetzen von Telegrammen, Inserate.

Schoenschreiben.—Beschränkt sich auf Reinschreiben der Aufsätze und Uebersetzungen; Regelmäßigkeit der Schriftzüge, Sauberkeit.

Uebersetzen.—Siehe B, C und D Grammar.

Singen.—Siehe B, C und Grammar.

Grammar.—4. Concentric Circle. (a.) Syntax—compound and complex sentences; punctuation-marks and conjunctions, pronouns, adverbs and conjunctive adverbs; kinds of subordinate clauses in a complex sentence; subjective, objective, attributive and adverbial clauses; periods. Repetition of the four concentric circles. (b.) Etymology—irregular verbs and their conjugations; nouns of two genders; adverbs, their kinds; prepositions and what cases they require; interjections. Review. (c.) Derivation and Formation of words—the modified sounds; vowels modified in the conjugation of verbs; change of consonants in derivative words; derivation of adverbs from nouns, adjectives, pronouns, prepositions, and numerals; families of words. Review.

Composition.—Longer periods. Special care in regard to clearness of representation and avoidance of superfluous words. Subjects: objects from lessons in physics or chemistry; topics on abstract subjects; letters; newspaper-reports, telegrams, advertisements.

Penmanship.—Copying of compositions and translations; uniformity and neatness.

Translation.—See B, C and D Grammar.

Singing.—See B, C and D Grammar.

COURSE OF STUDY OF HIGH SCHOOLS.

CLASSICAL COURSE.

	LATIN AND GREEK.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE AND HISTORY.
I.	{ 1st Term.....Latin Lessons.	Algebra.....	General History.	Natural History and Physiology.
	{ 2d do. ....Cæsar, 2 books—Greek Lessons.	Algebra.....		Botany.
	{ 3d do. ....Latin Reader.	Algebra.....		
II.	{ 1st Term.....Cæsar, 1 book—Greek Lessons.	Geometry.....	Roman History.†	
	{ 2d do. ....Cæsar, 2 books—Greek Lessons.	Geometry.....		
	{ 3d do. ....Cæsar, 4 books—Greek Reader.	Geometry.....		
III.	{ 1st Term.....Cicero, 4 Orations*—Anabasis, 1 book.			
	{ 2d do. ....Cicero, 4 Orations—Anabasis, 2 books.			
	{ 3d do. ....Sallust, Catiline—Anabasis, 3 books.			
IV.	{ 1st Term.....Æneid, 2 books—Homer, 1 book.		Roman Antiq. and Mythology.†	
	{ 2d do. ....Æneid, 3 books—Homer, 2 books.			
	{ 3d do. ....Æneid—Review		Grecian History.	

* Latin Prose Composition, one lesson per week; and, in the following Term, three lessons per week.

† One lesson per week throughout the year.

LATIN AND ENGLISH COURSE.

	LATIN.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE AND HISTORY.
I.	{ 1st Term.....Latin Lessons	Algebra.....	General History.	Natural History and Physiology.
	{ 2d do. ....Latin Lessons	Algebra.....		Botany.
	{ 3d do. ....Latin Reader	Algebra.....		
II.	{ 1st Term.....Cæsar, 1 book	Geometry.....	Roman History†	Natural Philosophy.
	{ 2d do. ....Cæsar, 2 books.	Geometry.....		Natural Philosophy.
	{ 3d do. ....Cæsar, 4 books.	Geometry.....		Natural Philosophy.

	LATIN.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE AND HISTORY.
III.	1st Term.....Cicero, 4 Oration ^s*	.....	.....	.....Chemistry and Geology.
	2d do. ....Cicero, 4 Oration ^s	.....	.....	.....Chemistry and Geology.
	3d do. ....Sallust, Catiline.....	Trigonometry.....	.....	.....Chemistry.
IV.	1st Term.....Æneid, 2 books	.....Roman Antiq. and Mythology†	.....Mental Philos. and Political Econ.	.....Astronomy.
	2d do. ....Æneid, 3 books	.....Arithmetic.....	.....	.....
	3d do. ....Æneid.....	.....†.....	History of English Literature.	.....

* Latin Prose, one lesson per week; and in the following Term two lessons per week.

† One lesson per week throughout the Year.

‡ The third subject of study during this Term shall be in general reviews.

NOTE.—German and English Course shall be the same as above, substituting German for Latin.

ENGLISH COURSE OF THREE YEARS.

	LANGUAGE.	MATHEMATICS.	HISTORY.	NATURAL SCIENCE AND HISTORY.
I.	1st Term.....English Composition and Rhetoric.....	Algebra.....	General History.	.....
	2d do. ....English Composition and Rhetoric.....	Algebra.....	.....	Natural History and Physiology.
	3d do. ....English Composition and Rhetoric.....	Algebra.....	.....	Botany.
II.	1st Term.....	Algebra and Geom.....	.....	Natural Philosophy.
	2d do.	Geometry.....	.....	Natural Philos. and Physical Geog.
	3d do.	Geometry.....	.....	Natural Philos. and Science of Gov't.
III.	1st Term.....Rhetoric.....	.....	.....	Chemistry and Geology.
	2d do. ....	.....	Roman History.....	Chemistry and Geology.
	3d do. ....	.....	English History.....	Chemistry

LIST OF TEXT BOOKS.

HIGH SCHOOLS.

Arithmetic, Ray's Higher.	Astronomy, Steele.
Algebra, Schuyler.	Latin Lessons, Harkness.
Geometry, Davies' Legendre.	Latin Grammar, Harkness.
Trigonometry, Davies' Legendre.	Latin Reader, Harkness.
English Grammar, Harvey.	Cæsar, Hanson <i>et al.</i>
Rhetoric, Kerl's Composition and Rhetoric.	Cicero, Johnson <i>et al.</i>
Rhetoric, Quackenbos.	Virgil, Frieze <i>et al.</i>
Universal History, Anderson.	Sallust.
English History, Goodrich.	Greek Lessons, Harkness.
Roman History, Smith.	Greek Grammar, Hadley.
Science of Government, Alden.	Xenophon's Anabasis, Owen.
Zoology, Hooker.	Homer's Iliad, Owen.
Physiology, Hooker.	English Literature.
Botany, Wood.	German Grammar, Doerner and Whitney.
Physical Geography, Mitchell.	German Reader, Wrage.
Natural Philosophy, Quackenbos.	William Tell, Schiller.
Chemistry, Youmans.	Die Jungfrau von Orleans, Schiller.
Geology, Dana.	Nathan the Wise, Lessing.

Andersen's Picture Book without Pictures.

GRAMMAR AND PRIMARY SCHOOLS.

Sheldon's Phonic Charts.	Guyot's Elementary Geography.
Sheldon's First Reading Book.	Guyot's Intermediate Geography.
McGuffey's First Reader.	Map of the City of Cleveland.
McGuffey's Second Reader.	Guyot's Wall Maps.
McGuffey's Third Reader.	Anderson's Grammar School History of the United States.
McGuffey's Fourth Reader.	Thompson & Bowler's Penmanship.
McGuffey's Fifth Reader.	Reffelt's I. Book for School and House.
DeWolf's Instructive Speller.	Do. II. do. do.
Entire Poems and Magazines. (See Course of Study—Reading.)	Do. II. Reader.
Ray's Rudiments of Arithmetic.	Do. III. do.
Ray's Third Part Arithmetic.	Do. IV. do.
Harvey's English Grammar.	Witter's German Grammar.

COURSE OF STUDY
FOR THE
MUSICAL DEPARTMENT,

In the various grades, (excepting A Grammar and High Schools, which are taught by Mr. STEWART,) with Classifications and Suggestions.

D PRIMARY.

Pupils should learn songs by rote, and be able to imitate, singly and together, any sound or sounds, to the number of eight, which they may hear sung, and to imitate teacher in counting. They should be able to tell what measures are; also, part and parts of a measure, long and short sounds, accent, notes, (telling whether a short or long sound is to be sung,) and rests, (indicating that part or parts of a measure is passed over in silence,) five sounds of scale, and know them as a scale; names of sounds, syllables, three lines of staff, and know it as the staff; principles of reading notes, (indicating which member of the scale is to be sung;) able to sing any new tune or exercise as above *at sight*, and commencing with any member of the scale and either part of the measure.

C PRIMARY.

Review *thoroughly* the D Primary work. Introduce *six* of scale, another line of staff, three part measure, longer sound, note and rest; commence writing lessons on slates, and on paper after lead pencils are used. RATE. To learn the exercises written for this grade, practice as per "Formula for Giving Lessons," and be able to sing, singly and together, at sight, any exercise containing the subjects learned. Learning songs by rote, and singing in imitation of the teacher, continued throughout the year.

B PRIMARY.

Review everything mentioned in the work for the D and C grades. Complete the scale and staff. DEGREES. ATEMPO. Practice *daily*, as

per Formula, copy and learn the exercises for this grade, and be able to sing, at sight, any exercise containing the subjects learned. Learning songs by rote, and singing in imitation of the teacher, continued.

A PRIMARY.

Review everything mentioned in the preceding grades. Four part measure, longest sound, note and rest; the names of the notes and rests—*i. e.*, whole, three-quarter, half and quarter; preparation for *two part* exercises; copy and learn the exercises in one and two parts, prepared for this grade; be able to sing, at sight, and to write the notes indicating the sounds of any tune or exercises embracing the subjects learned. Continue the imitation singing.

D GRAMMAR.

Review the Primary work, learning, besides similar scale above and below, *added* lines; how to find, from the signatures, where *one* is represented; copy and learn the exercises for the grade; practice daily as per Formula, and be able to sing, at sight, any one or two part exercise or tunes embracing the subjects learned. Imitation exercises continued.

C AND B GRAMMAR.

Review all the work of Primaries and D Grammar grades. Practice, daily, as per Formula, and be able to sing, at sight, and write the notes indicating the sound in any tune embracing the subjects learned. Exercise the voice, as per suggestions in Formula.

In singing a tune *by note*, (which means *being governed by the notes*, whether syllables or words are used,) the following things are all considered together, viz. :—The *Scale*, *Reading* and *Rhythm*, and they should be practiced *separately*, usually in new exercises before being taken together, until the mind can comprehend and the pupil can perform all together. Pupils *know* the *Scale* when they can sing it singly and together, by syllables, and by using *one* syllable, and can tell, when they hear a sound, after hearing *one* of the scale, which *member* of the scale it is.

They can *read* when they have learned to associate the odd names together and the even names together; to *remember* where *one* is

represented; and, after knowing where *one* is represented, can tell rapidly and readily, as the teacher *points*, or the notes indicate, which member of the scale is to be sung, and give the syllable. (Read by name; read by syllable.)

They understand *Rhythm* when they can beat time and keep any atempo—rate—which may be given, and can sing at any given atempo the different sounds, short, long, etc., as required by the teacher or by the notes.

In the following classification, the three subjects mentioned appear, with the things to be learned in each, together with ways of practice:

SCALE, AND SIMILAR SCALES ABOVE AND BELOW.	Things to be learned.	<ul style="list-style-type: none"> Sounds. Names—1, 2, 3, etc. Syllables—do, re, mi, etc. Class singing, two sounds at a time.
	Ways of Practice.	<ul style="list-style-type: none"> Singing by <i>syllable</i>, as the teacher calls for the sound. Singing, using <i>one</i> syllable, or words, as the teacher calls for the sound. Teacher sings, (or plays,) after giving some sound as <i>one</i>, and pupils tell which member of the scale the sound is. Teacher sings to syllable <i>la</i>, and pupils write the notes representing the sounds.

READING.	Things to be learned.	<ul style="list-style-type: none"> Staff..... <ul style="list-style-type: none"> Lines. Spaces. Degrees. Short (added) lines below and above. Principles of reading. <ul style="list-style-type: none"> To associate 1, 3, 5 and 7, and 2, 4, 6 and 8 together, <i>i. e.</i>, when one series is represented by lines the other is by spaces, and vice versa. That 8 is 1 of similar scale above, and 1 is 8 of similar scale below. To <i>remember</i> where 1 and 8 are represented, keeping both degrees in the mind. How to find, from the signatures, where one is represented. Notes, as indicating which member of the scale is to be sung.
	Ways of Practice.	<ul style="list-style-type: none"> After learning where <i>one</i> and <i>eight</i> are represented, the teacher points or writes notes, and pupils read by <i>name</i>, and by syllable, as directed, frequently changing the place representing one. Teacher writes notes or refers pupils to their books, who read as directed.

RHYTHM.	Things to be learned.	<i>Measures.</i> <i>Parts and part of a measure.</i> <i>Short, long, longer and longest sounds.</i> That a <i>part of a measure</i> is the <i>unit of measurement</i> —all sounds being so many parts, a part or fraction of a part long. Notes, as indicating which kind of sound is to be sung; and rests, that the parts or part may pass without singing. <i>Beating time.</i> (Make the difference between <i>beat</i> , a <i>part of a measure</i> and a <i>beat</i> , very distinct.) <i>Atempo</i> —rate. <i>Accent.</i> Figures, showing kinds of measure. Repeat mark. Pause. Bars.
		<i>Teacher beats time and counts, showing rate—atempo; afterwards pupils beat and count, keeping exact atempo given.</i> <i>Teacher sings or plays, and pupils tell kind of measure and generalize.</i> <i>At different atempes pupils sing the different sounds as directed being careful not to stop between the measures.</i> <i>Teacher watches and listens while the pupils work, and vice versa.</i>
VOCAL TRAINING.	Position --	<i>Body.</i> <i>Feet—at rest.</i> <i>Hands—beating time.</i> <i>Mouth.</i>
		<i>Inhaling.</i> <i>Holding breath.</i> <i>Exhaling.</i> <i>Singing, or repeating words, counting, etc., with one breath.</i>
	Breathing.	<i>Imitating the teacher.</i> <i>Scales ----</i> { <i>Syllables.</i> { <i>Vowels.</i> { <i>Succession of Vowels.</i> { <i>Syllables, words, etc.</i>
		Singing --
WRITING OR COPYING MUSIC.	<i>NOTE.</i> —Pupils are supposed to be able to name sounds quite readily, when they hear them.	
	<i>From the blackboard.</i> <i>As the teacher dictates.</i> <i>As the teacher sings or plays.</i>	
<i>NOTE.</i> —Always be careful that there is space sufficient between the notes and the notes and bars, and that the music is written distinctly.		

FORMULA FOR A DAILY LESSON.

- NOTES.—(a.) See that all pupils are in, and remain in correct position.
 (b.) That, *without exception*, they engage *attentively* in the exercise.
 (c.) Encourage them to sing and answer questions distinctly, and with a round, full voice.
 (d.) That the whole exercise is cheerful and pleasant

General exercise.	{ Vocalize a few moments. { Practice scale, or rhythm, or <i>reading</i> , or all of them. { Perhaps write a new lesson, to be sung at sight.
The lesson given for study, and which is copied in the books	{ Questions { Kind of measure. respecting { Where <i>one</i> is represented, etc. { Read by syllable; by name. { Teacher gives directions <i>definitely</i> , sings <i>one</i> , gives the atempo, and says " <i>sing</i> ;" pupils listening, and neither singing or beating time while the teacher is giving pitch and atempo.
Giving new lesson as per method for copying music	{ Mistakes corrected; one, two or more called to sing the lesson alone, and the lesson repeated until it can be sung.

GENERAL SUGGESTIONS.

The feeling of Rhythm is to be developed so that whenever "atempo" is given, the pupils can keep it, and will feel *sensibly* the least deviation from it.

Practice in beating time and making sounds of the different lengths. Reading, singing and naming sounds, must be continually kept up.

In all the Grammar grades, encourage the pupils to take their books home and practice the lesson a limited time, say ten or fifteen minutes *daily*, and at a *stated time*.

It is better to copy lessons in the book before practicing them.

All pupils who use lead pencils are expected to have books.

Diffident pupils, and those having difficulty in doing anything required, should be assisted *privately*; and if the effort is not successful, *do not fail* to refer to the Music Master.

Singing by rote, and learning songs, should occupy no part of the time set apart for the music lesson. Be as *original* as possible in giving the lesson, though always *correct*. Never omit a lesson.

Call on two or more pupils to sing *alone* each day, and encourage all to sing freely and independently.

Be careful in all questions and definitions to convey the impression that all that is *seen* only indicates or represents something to be done.

RULES OF BOARD OF EXAMINERS.

1. The regular meetings of the Board shall be held at the Office of Public Schools, 236 Superior street, commencing on the Friday preceding the last Saturday of every month, at 2 o'clock in the afternoon.

2. Candidates who are not present at the appointed hour shall forfeit the right to examination. None shall be admitted to a second examination (except by special arrangement) till after the expiration of six months from the time of the first.

3. All candidates shall be examined in Orthography, (including Spelling and Definitions,) Reading, Geography, Arithmetic, English Grammar, Music, Penmanship, American History and Physiology. In addition to these branches, gentlemen shall be examined in General History, Natural Philosophy and Algebra. For positions in the High Schools, candidates will be examined in the branches proposed to be taught by them.

In these examinations all papers shall be marked on a *scale of one hundred*. Less than *seventy-five* in Grammar or Arithmetic, and less than *sixty* in any other branch, or less than *seventy-five* in all, shall be considered a failure, and no certificate shall be issued.

Under the Cleveland School Law, certificates are first issued for one year only. After the expiration of such certificate, the Board of Examiners may renew the same for a term not to exceed five years, in favor of such persons only as may have exhibited practical ability and skill in the management and instruction of schools within the city.

SCHEDULE
OF
SALARIES OF OFFICERS AND TEACHERS.

Superintendent of Instruction.....	\$4,000
Secretary of the Board.....	800

Teachers of High Schools—

Principal of Central High School.....	3,000
Principal of West High School	2,000
First Male Assistant.....	1,800
Second Male Assistant	1,600
Third Male Assistant.....	1,200
First Female Assistant, Central High School	1,250
First Female Assistant, West High School.....	1,000
All other Female Assistants.....	800

Grammar and Primary Schools—

Principals of Districts,.....	2,000
Principals of Rockwell, Sterling, Bradburn and Thome Schools, each.....	1,000
Principals of Sheldon, Mayflower, Willey, Rice and Hicks Schools, each.....	800
Principals of Washington, Case, Wilson and Wade and Uni- versity Schools, each	700

All others—according to experience—

(Salaries advanced on evidence of success.)

First Year	400
Second Year	450
Third Year	500
Fourth Year	550
Fifth Year	600

Special Teachers—

Music	2,000
Penmanship	1,800

TEACHERS.

THEIR NAMES, SALARIES AND RESIDENCES.

CENTRAL HIGH SCHOOL.

NAME.	SALARY.	WHEN EMPLOYED.	RESIDENCE.
Samuel G. Williams.....	\$3000....	Sept. 1869....	428 Case avenue
Conrad L. Hotze.....	1800....	Sept. 1867....	76 Michigan street.
Allen Whitman.....	1600....	Sept. 1870....	315 $\frac{1}{2}$ Superior street.
L. Klemm	1200....	Jan. 1871....	76 Michigan street.
Emma C. Adams	1250....	Oct. 1870....	160 Euclid avenue.
Frances M. Beaumont.....	800....	Nov. 1868....	59 Ontario street.
Harriet L. Keeler.....	800....	Sept. 1870....	360 Superior street.

WEST HIGH SCHOOL.

Warren Higley	\$2250....	Apr. 1870....	30 Church street
Emma C. Cutler.....	1000....	Apr. 1869....	187 Franklin street.
Mary L. Russell	800....	Sept. 1870....	41 State street.

FIRST DISTRICT.

SUPERVISING PRINCIPAL.

Henry M. James.....	\$2000....	Sept. 1864....	666 Case avenue.
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ROCKWELL SCHOOL.

Annie E. Spencer.....	\$1000....	Jan. 1866....	83 Public Square.
Kate White.....	800....	Sept. 1858....	59 Ontario street.
D. Elizabeth Darling	700....	Sept. 1863....	233 St. Clair street.
Mary D. Campbell.....	600....	Mar. 1867....	179 St. Clair street.
Jennie Silcox	600....	Oct. 1864....	190 St. Clair street.
Minnie C. Merritt.....	600....	Sept. 1856....	166 St. Clair street.
Mary C. C. Lane.....	600....	May 1857....	59 Ontario street.

ROCKWELL SCHOOL—CONTINUED.

NAME.	SALARY.	WHEN EMPLOYED.	RESIDENCE.
Julia E. Liscom.....	700....	Sept. 1869....	179 St. Clair street.
Annie E. White	600....	Sept. 1857....	149 Prospect street.
De Ette Kingsley.....	600....	Apr. 1871....	159 Lake street.
Henrietta B. Ayres	600....	Oct. 1865....	83 Bond street.
Mary H. Gale.....	600....	Mar. 1859....	147 Lake street.
Myra E. Robbins	600....	Jan. 1870....	65 Seneca street.
Belle Smith.....	500....	Apr. 1866....	163 St. Clair street.
Lizzie L. Allen	600....	Sept. 1868....	131 Lake street.
Julia A. Beebe.....	600....	Apr. 1868....	308 Superior street.
Mary Haver	600....	Aug. 1848....	321 Lake street.
Lottie E. Nichols.....	600....	Jan. 1868....	65 Seneca street.
Emma Reisch	400....	Apr. 1871....	61 Theresa street.

Janitors.

Jacob Leslie.....	\$800....	Sept. 1870....	61 Theresa street.
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WILLEY SCHOOL.

Etta M. Hays.....	\$800....	Sept. 1869....	16 Walnut street.
Jennie Baker.....	600....	Sept. 1867....	229 Prospect street.
Lucy E. M. Smith	600....	Sept. 1868....	16 Walnut street.
Dana A. Eveleth.....	600....	Sept. 1868....	16 Walnut street.
Hettie E. Wells.....	500....	Jan. 1870....	64 Ontario street.
Carrie Lawrence.....	600....	Jan. 1863....	57 Walnut street.
Sophia D. Stewart	600....	Jan. 1869....	64 Ontario street.
Anna Reardon.....	600....	May 1851....	61 Huntington street.
Carrie P. Sked.....	600....	Apr. 1866....	28 Granger street.
Alice A. Worfolk.....	550....	Sept. 1867....	244 St. Clair street.
Hattie M. Sanborn.....	600....	Feb. 1859....	195 St. Clair street.
Mary E. Bryner.....	600....	Sept. 1858....	128 Lake street.
Estella Hill.....	550....	Sept. 1869....	281 Erie street.
Annie E. Lawrence.....	450....	Sept. 1869....	140 Lake street.
Flora Kahnheimer.....	500....	Apr. 1871....	598 Columbus street.

Janitors.

William Manning.....	\$450....	Sept. 1869....	202 Oregon street.
Mrs. Catharine Murphy...	350....	Sept. 1869....	157 Oregon street.

HANDY SCHOOL.

Eliza A. Beardsworth.....	\$550....	Sept. 1867....	111 Case avenue.
Eliza J. Worswick.....	400....	Jan. 1871....	8 Worswick Place.

Janitor.

Mrs. M. Kozza.....	\$150....	Sept. 1870....	65 Phelps street.
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CASE SCHOOL.

NAME.	SALARY.	WHEN EMPLOYED.	RESIDENCE.
Eliza E. Corlett.....	\$700....	Oct. 1865....	221 Perry street.
Julia C. Jump.....	600....	Apr. 1870....	1015 Superior street.
Clara A. Ford.....	450....	Apr. 1870....	East Cleveland.
Charity O. Gates.....	600....	Sept. 1869....	1013 Superior street.
Lucy Beardsworth.....	400....	Sept. 1870....	111 Case avenue.
Minnie E. Nunn.....	600....	Jan. 1866....	Perry st., nr Euclid av.
Otilia R. Esch.....	400....	Apr. 1871....	523 St. Clair street.

Janitor.

Mrs. M. Walker.....	\$240....	1016 Superior street.
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RICE SCHOOL.

H. E. Gillett.....	800....	Nov. 1858....	71 Prospect street.
Alice Bisbee.....	600....	Sept. 1861....	53 Bolivar street.
Nora Evans.....	600....	Nov. 1865....	66 Prospect street.
Emma J. Quirk.....	600....	Apr. 1864....	138 Bolivar street.
Mary L. Blair.....	600....	Sept. 1867....	152 Brownell street.
Fannie A. Kirk.....	600....	Apr. 1866....	86 Huron street.
Mattie H. White.....	550....	Sept. 1869....	106 Orange street.
Mattie Evans.....	450....	Sept. 1869....	66 Prospect street.
Augusta M. Krehbiel.....	600....	Apr. 1870....	90 Garden street.

Janitor.

E. B. Hoag.....	\$360....	250 Broadway.
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SECOND DISTRICT.

SUPERVISING PRINCIPAL.

Lewis W. Day.....	\$2000....	Apr. 1868....	257 Woodland avenue.
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BRADBURN SCHOOL.

Cornelia H. Saunders.....	\$1000....	Jan. 1865....	38 Cheshire street.
H. S. Parsons.....	700....	Oct. 1859....	141 Prospect street.
Sarah L. Andrews.....	700....	Sept. 1857....	107 Huntington street.
Jennie Eggleston.....	600....	Sept. 1869....	67 Brownell street.
Elizabeth J. House.....	600....	Sept. 1869....	67 Brownell street.
R. C. French.....	600....	Apr. 1871....	127 Huntington street.
Henera McQuiston.....	600....	Sept. 1868....	108 Euclid avenue.
Jennie A. Sexton.....	600....	Sept. 1870....	23 Cheshire street.
H. Lester.....	450....	Jan. 1871....	233 St. Clair street.

BRADBURN SCHOOL—CONTINUED.

NAME.	SALARY.	WHEN EMPLOYED.	RESIDENCE.
Eliza J. Lewis.....	600....	Apr. 1866....	108 Euclid avenue.
Clara S. Dare.....	600....	Jan. 1861....	226 Perry street.
M. Kate Miller.....	600....	Apr. 1868....	Euclid avenue, E. C.
Frances L. Morgan.....	600....	Dec. 1860....	69 Webster street.
Gussie H. Barr.....	600....	Sept. 1866....	St. Clair Place.
J. Seufert.....	400....	Jan. 1871....	30 Bolivar street.
Mira J. Slawson.....	600....	Sept. 1868....	67 University street.
L. Christian.....	400....	Oct. 1870....	172 Broadway.
Samantha A. Killip.....	600....	Sept. 1868....	358 Perry street.
Mary E. Slawson.....	600....	Nov. 1868....	67 University street.
Mary Heinsohn.....	400....	May 1870....	7 Greenwood street.
Ella E. Judd.....	400....	Sept. 1870....	54 Garden street.
F. P. Schroeder.....	600....	Mar. 1871....	43 Oregon street.

Janitor.

Nicholas Quackenbush....	800....	Sept. 1865....	206 Ohio street.
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STERLING SCHOOL.

Adda S. Bently.....	\$1000....	Jan. 1861....	St. Clair Place.
Sarah R. Saunders.....	700....	Sept. 1866....	38 Cheshire street.
Alma S. Keys.....	600....	Feb. 1869....	240 Erie street.
Phila A. Forbes.....	600....	Sept. 1865....	41 Forest street.
H. A. Farnsworth.....	600....	Sept. 1870....	240 Erie street.
Sophia Cranz.....	600....	Apr. 1870....	429 Sterling avenue.
Clara J. Bradley.....	550....	Apr. 1871....	City Hotel.
Minnie A. Dutcher.....	550....	Nov. 1867....	93 Garden street.
N. T. Wolverton.....	600....	Sept. 1870....	429 Sterling avenue.
Jennie Wilson.....	550....	Apr. 1867....	742 Woodland avenue.
Anna J. Sked.....	600....	Jan. 1864....	28 Granger street.
Isabel Brokenshire.....	450....	Sept. 1869....	261 Scovill avenue.
Amelia L. Brainard.....	600....	Sept. 1867....	327 Prospect street.
Carrie A. Parks.....	600....	Oct. 1865....	Euclid Place.
Mary Quintrell.....	600....	Apr. 1871....	56 Cedar street.
Dora House.....	550....	Sept. 1870....	Branch avenue, E. C.
Clara Taber.....	400....	Sept. 1869....	505 Case avenue.
Ella Curtis.....	500....	Sept. 1869....	65 Seneca street.
August Esch.....	600....	May 1870....	523 St. Clair street.

Janitors.

John Malvin.....	450....	Sept. 1868....	391 Sterling avenue.
Amella Schmitzer.....	350....	Sept. 1865....	266 Garden street.

MAYFLOWER SCHOOL.

NAME.	SALARY.	WHEN EMPLOYED.	RESIDENCE.
Ellen G. Revely	\$800	Sept. 1865	450 Woodland avenue.
Julia E. Rood	600	Sept. 1864	450 Woodland avenue.
Annie W. Johnston	600	Sept. 1865	9 Cheshire street.
Mary J. Johnston	600	Jan. 1856	9 Cheshire street.
Maria E. Durham	600	Apr. 1869	354 Woodland avenue.
Mary G. Pierce	400	Sept. 1870	873 Woodland avenue.
Augusta J. Reed	400	Sept. 1870	67 Harmon street.
Helen P. Briggs	450	Sept. 1870	376 Sibley street.
Emma E. Krehbiel	600	Apr. 1870	90 Garden street.
Ella F. Wyman	500	Sept. 1868	352 Woodland avenue.
Ellen Littleton	600	Sept. 1865	88 Garden street.
Mary A. Miller	500	Sept. 1870	252 Prospect street.
Ada Piper	450	Sept. 1869	262 Sibley street.
Bell Church	400	Jan. 1871	159 Ohio street.
L. F. Wilhelm	600	Sept. 1870	288 Woodland avenue.
Wm. Buerger	600	Apr. 1870	45 Henry street.
Mary D. Swartwood	400	Apr. 1871	129 Kennard street.
Fanny E. Mountcastle	400	Apr. 1871	303 Perry street.

Janitor.

Edward Taubman \$800 Dec. 1869 49 Grant street.

WILSON SCHOOL.

Abbie E. Wood	\$700	Jan. 1866	38 Kinsman street.
E. M. Kaiser	600	Jan. 1869	795 Woodland avenue.
Hannah Clarke	600	Sept. 1760	63 Burwell street.
J. Eva Moulton	400	Sept. 1870	783 Woodland avenue.
Julia A. Johnson	400	Sept. 1869	675 Case avenue.
Sarah A. Tibbits	400	Jan. 1871	157 Ohio street.
L. P. Williams	400	Apr. 1871	30 Seneca street.

Janitor.

H. Null \$240 Sept. 1870 109 Florence street.

WARREN SCHOOL.

Lucy A. Robinson	\$600	Apr. 1869	654 Broadway.
Celia Ballou	600	Apr. 1869	41 Broadway exten.
Lovilla E. Hulbert	600	Jan. 1870	930 Broadway.
Isie Ballou	400	Apr. 1871	41 Broadway exten.

Janitor.

Anna Richli \$160 Apr. 1869 61 Trumbull street.

THIRD DISTRICT.

SUPERVISING PRINCIPAL.

NAME.	SALARY.	WHEN EMPLOYED.	RESIDENCE.
Alexander Forbes	\$2000.....	Sept. 1865.....	29 Root street.

THOME SCHOOL.

Bettie A. Dutton.....	\$1000.....	Aug. 1858.....	94 State street.
Mell B. Russell.....	700.....	Apr. 1859.....	41 State street.
Phebe A. Allen.....	600.....	Sept. 1858.....	16 Harbor street.
Ada E. Williams.....	600.....	Sept. 1869.....	209 Pearl street.
Adda C. Briggs.....	600.....	Sept. 1866.....	75 State street.
Hadassah B. Folsom.....	600.....	Apr. 1858.....	264 Franklin street.
Virginia H. Crary.....	600.....	Sept. 1870.....	169 St. Clair street.
Mary E. Libbey.....	600.....	Jan. 1866.....	205 Taylor street.
Anna M. Pratt.....	\$600.....	Sept. 1865.....	170 Franklin street.
Susie M. Stephan.....	600.....	Apr. 1868.....	308 Columbus street.
Maria Lundy.....	550.....	Apr. 1867.....	234 Pearl street.
Nellie V. Lundy.....	550.....	Jan. 1868.....	234 Pearl street.
Emily A. Vial.....	550.....	Sept. 1867.....	93 Liberty street.
Olive L. Smith.....	600.....	Apr. 1865.....	108 Hanover street.

Janitor

Archibald Molheirn.....	\$600.....	Sept. 1868.....	109 Swiss street.
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HICKS SCHOOL.

Lemira W. Hughes.....	\$800.....	Nov. 1864.....	326 Pearl street.
Emma N. Parcell.....	600.....	Sept. 1865.....	209 Pearl street.
Louise Powers.....	600.....	Feb. 1871.....	326 Pearl street.
Frank C. Bates.....	600.....	Apr. 1869.....	135 Franklin street.
Kate L. Williams.....	500.....	Feb. 1869.....	56 Whitman street.
Florence E. Wells.....	600.....	Jan. 1871.....	324 Pearl street.
Julia M. Dickinson.....	600.....	Jan. 1870.....	324 Pearl street.
Caroline E. Hemenway...	600.....	Sept. 1846.....	464 Pearl street.
Amanda Bowman.....	450.....	Sept. 1870.....	121 Huntington street.
Wendla Davis.....	400.....	Sept. 1870.....	10 Clinton street.

Janitor.

Jacob Loblein.....	\$400.....	Jan. 1869.....	64 Taylor street.
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SHELDON SCHOOL.

Emily L. Bissell.....	\$800.....	Sept. 1863.....	196 Pearl street.
Mary McIlwain.....	600.....	Sept. 1869.....	71 Whitman street.
S. Louise Fuller.....	500.....	Sept. 1870.....	324 Pearl street.
Anna E. McNeil.....	600.....	Nov. 1869.....	288 Pearl street.
Mattie M. Williams.....	600.....	Sept. 1870.....	324 Pearl street.
H. Addie Stickney.....	500.....	Oct. 1868.....	97 State street.
Julia E. Berger.....	600.....	Jan. 1870.....	21 Jay street.

SHELDON SCHOOL—CONTINUED.

NAME.	SALARY.	WHEN EMPLOYED.	RESIDENCE.
Susie A. Wilson.....	450....	Jan. 1870....	27 Fulton street.
Carrie M. Pratt.....	550....	Sept. 1868....	170 Franklin street.
Mary E. Degnon.....	450....	Feb. 1870....	30 Church street.
Virginia Case.....	400....	Nov. 1870....	236 Detroit street.
Ella J. Merrill.....	450....	Sept. 1869....	114 Clinton street.
John Roeder.....	600....	Sept. 1870....	63 Mechanic street.
Philopena Henshaw.....	600....	Oct. 1868....	35 York street.
Amalie Pfund.....	600....	Nov. 1870....	215 Lorain street.
<i>Janitors.</i>			
Alexander Foster.....	\$450....	Jan. 1866....	15 Poplar street
Mrs. John Reilly.....	350....	Sept. 1869....	230 Washington street.

WASHINGTON SCHOOL.

Abbie L. O. Stone.....	\$700....	Jan. 1857....	205 Taylor street.
Lizzie Tewksbury.....	600....	Sept. 1867....	25 Root street.
Erin A. Deane.....	450....	Jan. 1871....	231 Washington street.
Eleonora Davis.....	450....	Sept. 1869....	10 Clinton street.
<i>Janitor.</i>			
Mrs. Finn.....	\$160....	Sept. 1865....	102 Herman street.

WADE SCHOOL.

Susie H. Plummer.....	\$700....	Feb. 1868....	27 Jay street.
Lizzie B. Miller.....	600....	Sept. 1870....	19 Queen street.
Nellie A. Miller.....	400....	Sept. 1870....	57 Jennings avenue.
Kate E. Stephan.....	600....	Sept. 1866....	308 Columbus street.
Emily O. Wucherer.....	600....	Apr. 1870....	40 Barber avenue.
Josie A. Miller.....	500....	Sept. 1870....	5 Empress street.
<i>Janitor.</i>			
Mrs. Burkhard.....	\$240....	Sept. 1870....	73 Wade avenue.

UNIVERSITY SCHOOL.

Libbie H. Pryor.....	\$700....	Feb. 1868....	286 Pearl street.
Anna M. Hart.....	600....	Sept. 1868....	742 Scranton avenue.
Emma M. Stickney.....	600....	Apr. 1868....	63 Jennings avenue.
Mary L. Peterson.....	600....	May 1868....	63 Jennings avenue.
Mary E. Buell.....	600....	Sept. 1870....	63 Jennings avenue.
Mary L. Markham.....	600....	May 1868....	63 Jennings avenue.
Mary E. Cottrell.....	600....	Sept. 1867....	63 Pelton avenue.
Jennie H. Bigelow.....	600....	Sept. 1869....	63 Pelton avenue.
John A. Glueck.....	600....	Apr. 1870....	40 Barber avenue.
<i>Janitors.</i>			
Mrs. Delside.....	\$160....	Apr. 1869....	180 Auburn street.
Mrs. Heich.....	160....	Apr. 1869....	160 Auburn street.

MANUAL
OF THE
BOARD OF EDUCATION.

...

MANUAL OF THE BOARD.

RULES OF PROCEEDINGS.

ORGANIZATION.—On the third Tuesday after the first Monday in April, the Board, on being assembled, shall proceed to elect by ballot a President, Vice-President and Secretary.

PRESIDENT.

GENERAL DUTIES.—It shall be the duty of the President to take the chair and call the members to order, as soon after the hour appointed for a meeting, as a quorum shall appear, and perform such other duties as usually devolve upon the presiding officer of a deliberative body, or as may be prescribed by the Board.

SHALL KEEP THE BOARD ADVISED AS TO SCHOOL LAWS.—He shall see that due notice is given of all the requirements of the laws enacted by the General Assembly of the State of Ohio, for the establishment and regulation of the schools of the city of Cleveland, or in any way affecting them, and annually make report according to law.

NOTE.—See Sections V and XVI, School Law, passed April 14, 1868.

TO APPOINT STANDING COMMITTEES.—At the first meeting after his election, the President, unless otherwise directed by the Board, shall appoint the following Standing Committees: On Finance, Repairs and Supplies, School Buildings, Claims, Teachers, Salaries, Text-Books and Course of Study, Music, Boundaries, Discipline, Library, Rules and Regulations, Printing, Central High School and West High School.

SECRETARY.

RECORDS, ACCOUNTS, SUPPLIES REPORTS, &c.—It shall be the duty of the Secretary to attend the meetings of the Board of Education, and to make a complete record of its proceedings, and index the same; to report on bill nights a list of such bills as may have been audited by the Committee on Claims, and when recommended for payment by the Board, to certify the same to the City Auditor; to file all reports and communications that are accepted by the Board; to keep safely in such place as may be directed, all books, documents and papers belonging to the School Department; to keep full and fair account of all receipts and expenditures of the School Tuition Fund, and separately of the School Construction Fund, and to report to the Board the condition of said funds, whenever required; to purchase, and, on order of the Principals of the Schools, to furnish all such supplies as may be allowed by the Board, and keep an exact account thereof with each School District; and to notify members of the Board of special meetings called according to the rules, and of changes in the time of the regular meetings.

SHALL VISIT SCHOOLS AND MAKE ANNUAL REPORTS.—The Secretary shall, by frequent visits and in all other suitable ways, cultivate a practical acquaintance with the schools and teachers, and promptly present to the Board any matter requiring its attention. It shall be his duty, annually, on or before the first Monday in September, to prepare and present to the Board a detailed statement of all receipts and expenditures for school purposes, including a separate account of expenditures for each School District, for building, repairs, furniture, apparatus, stationery and supplies of all kinds; he shall, in accordance with Section V, of the Law for the Support and Regulation of Schools

of the city of Cleveland, passed April 14, 1868, annually, cause to be taken an enumeration of all the unmarried youth between five and twenty-one years of age, residing in the several Wards or School Districts of the city; and, on or before the fifteenth day of November, certify the same to the Auditor of Cuyahoga county, according to the full requirements of said law.

ABSENTEES FROM MEETINGS OF THE BOARD.—At every regular meeting, he shall report, immediately after the approval of the minutes, the name of every member who may have been absent, without leave, from four consecutive regular meetings of the Board.*

OFFICE HOURS.—He shall fix and observe, at least one hour per day, during which he shall attend to the furnishing of supplies and all other matters pertaining to the business of his office.

MEETINGS OF THE BOARD.

REGULAR MEETINGS.—The regular meetings of the Board shall be held on the first and third Monday of each month.

SPECIAL MEETINGS.—Special meetings may be held at any time on the call of the President, or of any two members of the Board, provided that due notice thereof be given to all the members. All meetings of the Board shall be open to the public, unless otherwise specially ordered.

QUORUM.—A majority of all the members shall constitute a quorum.

* **SCHOOL LAW, SECTION III.**—The Board of Education may compel the attendance of absent members in such manner and under such penalties as it shall see fit to prescribe, and if any member absent himself from four consecutive regular meetings, unless on account of sickness or by consent of the Board, such non-attendance shall be considered a virtual resignation on his part, and the Board, on entering such fact on its minutes, shall proceed to fill such vacancy by appointment as aforesaid.

RULES OF BUSINESS.

ORDER OF BUSINESS.—At all regular meetings after the calling of the Roll and the reading and disposal of the minutes of the previous meeting, the order of business shall be as follows :

1. Communications.
2. Business of the Districts, in the order of the Wards.
3. Reports of Committees, Standing and Special.
4. Special Orders.
5. Unfinished Business.
6. New and Miscellaneous Business.

PARLIAMENTARY RULES.—For the general transaction of business, the ordinary Parliamentary Rules shall be observed by all the members.

PRECEDENCE OF SUBSIDIARY QUESTIONS.—While a question is pending, no motion shall be received but to adjourn, to lie on the table, for the previous question, to postpone to a day certain, to commit to a standing committee, to commit to a special committee, to amend, to postpone indefinitely, which several questions shall have precedence in the order in which they are arranged.

SECRETARY TO FURNISH A LIST OF UNFINISHED BUSINESS.—The Secretary shall, at every meeting of the Board, furnish to the President a list of Reports due, and of all items of unfinished business, in the order of their appearance upon the minutes.

THE PRESIDENT TO HAVE A VOTE.—The President shall have a vote upon all questions, and whenever the vote shall be a tie, the motion pending shall be considered as lost.

APPEALS.—Any one member may appeal from the decision of the chair, or call for the “ayes and noes.”

NO QUESTION TO BE RAISED A SECOND TIME, EXCEPT, &c.—No question decided by the Board shall be raised again till after the next ensuing annual election of officers, unless leave to introduce the same be first granted by a vote of a majority of all the members of the Board; but this rule shall not be construed to prevent a motion to reconsider; made at the same meeting or the meeting next succeeding the taking of the question proposed to be reconsidered.

COMMUNICATIONS.—No communications from parties other than members or officers of the Board, shall be received, except in writing, unless by special permission of a majority of all the members.

RULES FOR ACTION IN FINANCIAL MATTERS.

AUDITING ACCOUNTS.—All accounts shall be audited by the Committee on Claims, before being acted upon by the Board; and to this end they shall be placed in the hands of the Secretary, on or before the twentieth day of each month; and the time for the action of the Board thereon, shall be the meeting next succeeding the date above named.

CONTRACTING BILLS.—No bills shall be contracted by any party except the Secretary, unless otherwise specially ordered by the Board; and no bill shall be audited by the Committee on Claims, unless certified to by the party contracting the same.

MAJORITY OF ENTIRE BOARD REQUIRED FOR APPROPRIATION OF MONEY.—No appropriation of money out of the School Fund shall be made, except on a vote of a majority of all the members of the Board.

INCREASE OF SALARIES.—The salary of no officer, teacher or janitor shall be increased, either directly or indirectly, during

the year for which he or she may have been employed, except in case this Board requires services other than, and in addition to, those for which the party was appointed; nor in any such case, unless the compensation for said extra service be fixed at the time of the action of the Board requiring the same.

ELECTION OF TEACHERS.

ANNUAL ELECTION.—The annual election of teachers shall be held by this Board at its last regular meeting previous to the close of the schools for the summer vacation.

CERTIFICATES FROM BOARD OF EXAMINERS TO BE REQUIRED.—No person shall be employed as a permanent teacher in any of the schools, who shall not have first passed a satisfactory examination, and received a certificate thereof from the Board of Examiners.

AMENDMENTS AND SUSPENSION OF RULES.

SUSPENDING RULES.—In cases of emergency, the rules for the regulation of the proceedings of the Board, or for the government of the schools, may be suspended by a vote of the majority of all the members of the Board.

AMENDMENTS.—Any addition to, or amendment of, the Rules of the Board, or of the Course of Study pursued in the Schools, or of the regulations enacted for the government thereof, shall be presented in writing at some regular meeting, and, except proposals to exchange text books, lie over at least two weeks from the time of its introduction, and then require a majority of all the members to pass the same. (*See next Rule.*)

CHANGE OF TEXT-BOOKS.—Any resolution proposing a change of text-books used in the Public Schools, shall be referred to the

Committee on Text-Books, and shall not be finally acted upon in less than four weeks from the time of its introduction.

RULE AS AMENDED TO BE SUBSTITUTED FOR THE ORIGINAL RULE.—Whenever any one of the Rules of the Board, or the Regulations of the Schools, shall be amended, the Original Rule shall be repealed, and the Amended Rule put in its place.

SUPERINTENDENT.

TO BE THE EXECUTIVE OFFICER OF THE BOARD.—The Superintendent of Instruction shall be the Executive Officer of this Board, and in the performance of his duties shall be governed by the following rules :

TO SUPERVISE THE WORK OF INSTRUCTION, &c.—In conformity with the course of study and time-tables hereafter to be adopted, he shall direct, and, as far as possible, supervise the business of instruction in all the schools of this city. In so doing, he shall visit the schools as often as practicable, note the means by which their defects may be obviated, and their efficiency promoted ; and if, under these rules, it be not within his power to apply the necessary remedies, he shall recommend to the Board such changes in the rules, or such other measures as to him may seem desirable.

PO PREPARE BLANKS AND PRESCRIBE RULES FOR REPORTS.—He shall prepare a system of blanks for registers and reports, which shall show the duration of, and degree of regularity in, the attendance of pupils ; and prescribe rules for the keeping and return of the same by the teachers. He shall inquire into and report, as far as may be, the causes of truancy and irregularity, and suggest the remedies therefor which may to him seem feasible and proper.

TO INSPECT SCHOOL BUILDINGS AND REPORT CONDITION THEREOF.—He shall, from time to time, inspect the school buildings, furniture and apparatus, and report to this Board any defects in the same, which may be calculated to impair the health of teachers and pupils, or interfere with the efficiency of the schools.

TO KEEP THE BOARD ADVISED AS TO SCHOOL SYSTEMS &c. He shall keep himself and this Board informed in regard to the school systems of other cities, their plans of organization, modes of government, methods of instruction, and such other matters as may assist the Board to legislate wisely for the highest interests of the schools of Cleveland; and for this purpose shall effect the best possible arrangement for a permanent exchange of Reports between this and other School Boards.

TO FIX AND OBSERVE OFFICE HOURS.—He shall fix and observe at least one hour per day, out of school hours, for the business of his office, and the convenience of citizens who may have official business with him.

TO MAKE REPORTS.—Annually, as soon as possible after the close of the schools for the summer vacation, he shall make a report of the schools, for publication with the report of the President and Secretary of the Board. In this report he shall give as particular a view as may be, of the progress and condition of each and all the schools, and recommend such general measures, as, in his judgment, may seem desirable for their improvement.

TO CALL TEACHERS' MEETINGS.—He shall meet the teachers at stated periods during term time, for the purpose of instructing

them in the theory and practice of teaching, and the best means of governing their schools.

TO FILL VACANCIES AND MAKE TEMPORARY ARRANGEMENTS.—It shall be the duty of the Superintendent to fill all vacancies occasioned by temporary illness or necessary absence of teachers, to make other temporary arrangements relative to the schools, which he may deem proper, and to report the same to the Board at its first subsequent meeting.

TO FIX THE TIME, MODE AND STANDARDS OF EXAMINATION. He shall fix the time and prescribe the mode of all examinations of pupils for promotion from class to class, and determine the conditions thereof, so that they may be equal and uniform throughout all the schools. In conducting said examinations, and in ascertaining their results, he may require the aid of such teachers as he may call upon for the purpose.

TO PERFORM OTHER DUTIES PRESCRIBED BY THE BOARD.—In addition to the above duties, he shall perform such others as may be enjoined upon him by the Board.

BOARD OF EDUCATION

1871--2.

WARD.	MEMBERS.	TERM EXPIRES.	RESIDENCES.
1....	FREDERICK AMBROSIUS...	1873.....	41 Eagle street.
2....	A. K. SPENCER.....	1873....	237 St. Clair street.
3....	JAMES W. CARSON.....	1872.....	236 St. Clair street.
4....	E. R. PERKINS.....	1872.....	319 Perry street.
5....	JNO. O'LAUGHLIN.....	1872.....	206 Oregon street.
6....	M. G. WATTERSON.....	1873.....	657 Case avenue.
7....	W. C. B. RICHARDSON.....	1872.....	998 Superior street.
8....	PATRICK FILBIN.....	1873.....	121 East Washington street.
9....	J. M. FERRIS.....	1873.....	110 Hanover street.
10....	E. R. FELTON.....	1872.....	79 Liberty street.
11....	FREDERICK BUEHNE.....	1873.....	61 McLean street.
12....	CARL MORITZ.....	1873.....	636 Columbus street.
13....	A. G. HART.....	1872.....	742 Scranton avenue.
14....	L. C. PRATT.....	1872....	17 Cedar avenue.
15....	E. H. BOHM.....	1872.....	455 Scovill avenue.

OFFICERS OF THE BOARD.

E. R. PERKINS, PRES'T.

A. K. SPENCER, VICE PRES'T.

M. G. WATTERSON, SEC'Y.

A. J. RICKOFF, SUPERINTENDENT OF INSTRUCTION.

L. M. OVIATT, LIBRARIAN.

STANDING COMMITTEES.

1871-'2.

Finance.—SPENCER, FELTON, CARSON.

Repairs and Supplies.—RICHARDSON, WATTERSON, O'LAUGHLIN.

Buildings.—PRATT, BUEHNE, FILBIN.

Insurance.—WATTERSON, AMBROSIUS, FERRIS.

Claims.—AMBROSIUS, RICHARDSON, MORITZ.

Teachers.—FERRIS, WATTERSON, FELTON.

Salaries.—FELTON, SPENCER, BOHM.

Text Books and Course of Study.—BUEHNE, PRATT, HART.

Music.—HART, CARSON, FILBIN.

Boundaries.—HART, RICHARDSON, BOHM.

Discipline.—FILBIN, PRATT, RICHARDSON.

Library.—CARSON, HART, SPENCER.

Rules and Regulations.—BOHM, O'LAUGHLIN, SPENCER.

Printing.—O'LAUGHLIN, MORITZ, AMBROSIUS.

Central High School.—WATTERSON, SPENCER, PRATT.

West High School.—MORITZ, FERRIS, BUEHNE.

RULES AND REGULATIONS
OF THE
CLEVELAND PUBLIC LIBRARY.

MEMBERSHIP AND CIRCULATION.

RULE 1. Any citizen of Cleveland, known to the Librarian either personally or by repute as responsible, may draw books by engaging to observe the regulations of the Library; and persons not thus known may have the same privilege on the personal or written recommendation of some responsible citizen, known to the Librarian, or, at option, by depositing in pledge the value of the book drawn.

RULE 2. Only one book can be drawn in each family, and for a period not exceeding two weeks; except that, in the case of duodecimos or smaller volumes, two of the same set or work may be taken. Books, when returned, can be re-drawn, unless they have not been in the Library a year, in which case at least one day must elapse before renewing them.

RULE 3. Library books must not be loaned out of the household of the drawer, or to persons not entitled to draw for themselves, under liability to forfeiture of Library privileges by the drawer.

RULE 4. Notice of any change of residence on the part of members must be given at the time of drawing the first subsequent book, on the same penalty as above.

RULE 5. Pending the preparation of a catalogue of the Library books, selections must be made by reading the titles,

under their appropriate headings, through the glass doors of the cases, without unlocking them, or by making inquiries of the Librarian. Officers of the Library shall alone be authorized to take books from, or replace them in, the cases. Nor shall any book be taken from the Library room, unless properly recorded, under a penalty of one dollar.

RULE 6. No book shall be reserved or laid aside at the request of any person, in any contingency. Provided that the Librarian shall be authorized to exercise his discretion in loaning valuable books to children.

RULE 7. All books must be returned on or before the 10th of August in each year, for the annual examination of the Library, under a penalty of one dollar, in addition to any other fine; *provided*, that two weeks' previous notice of this examination shall be given by special publication, or by notice to drawers. After the examination, the Library shall be re-opened September 1st following.

REFERENCE BOOKS.

RULE 8. The following books, &c., can be used or consulted in the Library room only, unless their withdrawal for a specified time is authorized by the Library Committee on a special deposit, or on application of responsible persons; and such books, &c., are to be labeled "Library of Reference:"

1. All Encyclopædias, Dictionaries, Maps, Charts, Globes, Engravings, Autographs, Relics, &c.

2. Unbound books, magazines or pamphlets, or books which need re-binding.

3. Books not easily replaced by reason of their rarity or value, or those donated on conditions precluding circulation.

4. Such other books as may be regarded by the Library Committee as unsuited for circulation by reason of their size, binding, cost, &c.

FINES AND PENALTIES.

RULE 9. A fine of FIVE CENTS each day, up to the value of the book, or the set to which it may belong, will be imposed for retaining a book over two weeks; and the Librarian is especially enjoined against the remission of a proper fine, on any pretext, unless by action of the Library Committee. To the fine also may be added any extra expense in sending for the book by post or by a special messenger.

RULE 10. Fines will also be imposed for turning down the leaves, marking or otherwise injuring any book, in accordance with the damage done, up to the value of the book, or of the set to which it may belong; and no person shall be allowed to draw another book till all previous fines are paid.

RULE 11. Loud conversation or improper conduct, to the disturbance of other members, will not be allowed in the Library room. Any person who seriously violates the order of the room will be required to leave it immediately, and the Librarian will report the case to the Library Committee, who shall have power to suspend the delinquent, temporarily or permanently, from Library privileges.

RULE 12. From any decision of the Librarian an appeal may be made to the Library Committee, and from them to the Board of Education.

DUTIES OF THE LIBRARIAN.

RULE 13. The Librarian, under the direction of the Library Committee, shall be entrusted with the care and supervision of the Library rooms, and shall be held responsible for the safety and preservation of the books and other public property therein, and for the maintenance of good order among members and visitors.

RULE 14. He shall be present, either personally or by an assistant, during the Library hours, and at other times when desired by the Committee, and shall perform all such duties as usually devolve upon a Librarian.

RULE 15. Under the supervision of the Library Committee, he shall perform or superintend the performance of the following specific duties:

1. The examination of catalogues, and the presentation of lists of books for approval by the Board or Library Committee.
2. The general correspondence of the Library with publishers, book-sellers, other Libraries, &c.
3. The proper classification and arrangement of new books.
4. The labeling, numbering, and marking of each with the Library stamp.
5. The registration of all books drawn and returned.
6. The recording of all receipts and expenditures.
7. The acknowledgment of donations of books or other articles.
8. The notification, as promptly as possible, to members of the over-retention of books, or of injury to the same.

LIBRARY HOURS.

RULE 16. The Library shall be open for the delivery of books on all secular days from 10 A. M. to 12 M., and from 2 to 5 and 7 to 9 P. M., except on State or National holidays, or on such other days as may be prescribed by special action of the Library Committee or the Board of Education; and excepting also the three weeks following August 10th, in each year, for the annual examination of the Library.

L. M. OVIATT,
Librarian.

JAS. W. CARSON, }
DR. A. G. HART, } *Library Committee.*
A. K. SPENCER, }

SCHOOL LAW OF 1868.

AN ACT

To provide for the support and regulation of Public Schools in the city of Cleveland.

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That all matters pertaining to the interests of public education in the city of Cleveland, are hereby vested in a Board of Education, the members of which shall be chosen and hold their office in accordance with the provisions of this act, as follows, viz.: At the annual election of city officers to be held on the first Monday of April next, the qualified voters in each ward in which the term of office of the member of the Board may have expired, and in each new ward created within the city limits, shall, by a plurality of votes, elect one judicious and competent person, who shall be at the time a qualified voter in such ward, to be a member of said Board, and who, together with the members of the Board remaining in office by virtue of the previous election, shall, on the third Tuesday after the first Monday of April as aforesaid, meet together, and having taken an oath of office, shall organize by electing from their own number a President, Vice President and Secretary; and shall then proceed to divide themselves into two classes as nearly equal as may be, to be determined by lot, after having assigned to the first class all members of the previous Board still in office, the first class to hold their office for one year, the second for two years; and when thus organized and classified, they shall constitute and be known as the Board of Education of the city of Cleveland; and said Board is hereby declared and constituted a body corporate, capable of contracting and being contracted with, suing and being sued, receiving and conveying property for the use and benefit of the schools of the city, except as herein otherwise provided in regard to the purchase of school house sites, the erection of school houses, and the investment of titles therein. At all subsequent annual elections in each ward, in which the term of office [of] the member of the Board of Education has expired, there shall be elected to said Board a suitable person, having the qualifications as aforesaid, who shall hold his office for the term of two years, and the present Board, and all the members of the Board elected as aforesaid, shall continue in office until their successors are duly elected and qualified. In case of failure to elect in any ward, or in case of a vacancy by death, resignation, removal or other cause, the Board shall

fill such vacancy by the appointment of a suitable person for the unexpired term, who has the qualification of a voter, and is a resident in the ward in which the vacancy may have occurred.

SEC. 2. The Board of Education, a majority of whom shall constitute a quorum, shall be the judge of the election returns and qualifications of its own members; shall determine the rules of its own proceedings, and make by-laws for their enforcement not inconsistent with this act, nor the laws of this State; shall hold its regular meetings on the first and third Mondays of each month, at such hour and place as may be fixed by its own rule, and shall keep a journal of its proceedings, which shall be open to the inspection of any citizen.

SEC. 3. The Board of Education may compel the attendance of absent members in such manner and under such penalties as it shall see fit to prescribe, and if any member shall absent himself from four consecutive regular meetings, unless on account of sickness, or by consent of the Board, such non-attendance shall be considered a virtual resignation on his part, and the Board, on entering such fact on its minutes, shall proceed to fill such vacancy by appointment as aforesaid, for the unexpired term.

SEC. 4. The said Board of Education may, if it seem necessary and expedient, annually elect a competent person, not of its own body, to act as its Secretary, instead of the Secretary as provided for in the first section of this act, and may prescribe his duties and fix his salary. And the said Board may also elect and fix the salary of a competent person to act as overseer of school buildings, whose duty it shall be, under the direction of the Board, to superintend the erection, enlargement and repairs of school buildings, to see that all buildings occupied for school purposes, together with the appurtenances thereof, are kept in good order and repair.

SEC. 5. The Board of Education shall, on or before the first Monday in May, annually, levy such rate of taxes for school purposes, as may be determined upon and certified in accordance with an act passed March 25, 1865, entitled "an act to authorize cities of the first and second classes to levy taxes for school purposes." It shall, annually, cause to be taken an enumeration of all the children between five and twenty-one years of age, residing in the several school districts, distinguishing in such enumeration the age of each respectively, and distinguishing also the white from the colored children; and said Board shall, on or before the fifteenth day of November following, through its Secretary, certify the same to the Auditor of the county; and such enumeration shall, until another be taken, form the basis of the city portion in the annual distribution of the State School Fund. It shall, moreover, at the time of taking the enumeration above required, cause to be taken also a census of the number of

children attending the public, the private and the church schools respectively, and of those who are not in attendance upon any school, and make a report of the same to the County Auditor and to the State Commissioner of Public Schools, at the time and in the manner above prescribed.

SEC. 6. It shall be the duty of the City Treasurer of said city to keep on deposit, where other city funds are deposited, all moneys belonging to the school fund levied for the current support and expenses of schools, and all other moneys which shall hereafter be paid into said treasury of schools; and he shall keep the same as a separate and distinct fund, not to be applied, paid over, or pledged on any pretence whatever, to any other use than that for which it was levied and collected or paid in, nor upon any other order or authority than that of the Board of Education.

SEC. 7. It shall be the duty of the Secretary of said Board to certify to the City Auditor, all bills by them allowed for school purposes, and thereupon it shall be the duty of said Auditor to issue his warrant upon the city treasury in favor of the parties, and for the sums severally specified in the certificate of the Secretary, countersigned by the President, and upon the presentation of said warrant the City Treasurer shall pay the same; provided, however, that no money shall be paid out of said treasury for school purposes, except on a vote of a majority of all the members of said Board; and provided, also, that the said Secretary, before entering upon the duties of his office, shall give bonds to the city, with two or more sufficient sureties acceptable to the Board, in the penal sum of ten thousand dollars, conditioned for the faithful discharge of all and singular his official duties, which said bond shall be filed with the City Treasurer for safe keeping.

SEC. 8. That whenever additional school room shall be required, it shall be the duty of the Board of Education to recommend to the City Council the purchase of proper sites, and the erection of suitable school houses thereon, accompanying such recommendation with plats of sites which it may propose to purchase, and plans and estimates of the cost of school houses which it may propose to erect; and it shall be the duty of the City Council, without delay, to act upon the same, and if they shall approve the said recommendation, then it shall be their duty to provide in such manner as shall seem most expedient, such sums of money as may be necessary to carry the same into effect; and the money so provided shall be deposited with the City Treasurer, for the purpose set forth in this section, to the credit of the school construction fund; and whenever the City Council shall concur in the recommendation of the Board of Education as aforesaid, the said Board shall proceed, with proper dispatch, to carry said recommendation into effect, according to the proper intent and meaning thereof.

SEC. 9. The Board of Education shall first cause careful specifications to be made of all work to be done, and of all materials to be furnished

in the erection of any school-house recommended by the Board and approved by the Council, and shall then advertise for two consecutive weeks in two daily newspapers of general circulation in the city, for proposals to do said work and to furnish said materials; and on a day named in such advertisement, all proposals which may have been received by the Secretary of the Board, shall be examined by the proper committee on buildings and supplies of said Board, in connection with the Secretary and President, and the contract shall be awarded to the lowest responsible bidder, who shall be required to give adequate security for the faithful and prompt performance of his contract; provided, that said committee shall have power to reject any or all bids not compatible with the public interest, if, in their opinion, better terms may be obtained; and provided, also, that no contract for building and furnishing materials as aforesaid, shall be made at a price higher than the estimates aforesaid; submitted by the Board of Education to the City Council; and all contracts made by the Board of Education in pursuance of the authority granted said Board by the eighth and ninth sections of this act, shall be made in the name of the city of Cleveland, and shall not take effect until approved by the City Council, and the title of all sites purchased and all buildings erected by authority of this act, shall vest in said city; and it is hereby further made the duty of said Board of Education, from and after the passage of this act, to supervise all work done under and by virtue of any and all contracts heretofore made and not yet completed, or which may afterwards be made for the erection, heating and furnishing of school-houses, to approve and certify for payment all estimates on said work properly made, and to use all proper and lawful means to the end that such contract may be thoroughly, faithfully and honestly performed.

SEC. 10. The Board of Education shall decide upon the best method of ventilating and heating all school-houses erected by authority of this act, and shall have authority to contract for stoves or other heating apparatus, supervise the placing or construction of the same, including proper ventilation, and purchase such furniture as may be necessary for the use of any school house erected as herein provided, and all contracts made for purchases of sites, erection of school houses, ventilating, heating and furnishing the same, shall be paid by ordinance of the City Council, out of the school construction fund as aforesaid.

SEC. 11. It shall be unlawful for any member of the Board of Education to have any pecuniary interest, either direct or indirect, in any contract for the erection of school houses, or for warming, ventilating, furnishing or repairing the same, or in any other matter connected with the supplies or maintenance of schools; nor shall any member of the Board receive any compensation for his services, except the Secretary.

SEC. 12. It shall be the duty of said Board to establish and alter the boundaries of school districts in said city, as the public convenience may

require, and it shall provide and support in said districts such number and classes of schools as may be necessary to furnish thorough and appropriate instruction in all the branches of a good common school education to all the children resident therein, between the ages of six and twenty-one years; and for the purpose of affording a more advanced education, two High Schools shall be established and maintained at the expense of the city, in which High Schools instruction may be given in such languages and higher branches of learning as the Board may direct.

SEC. 13. The Board of Education may provide a suitable number of evening schools during the fall and winter months, for the instruction of such youth, over ten and less than twenty-one years of age, as may be prevented by their daily avocations from attending the day schools; and said evening schools shall be subject to such regulations as said Board may, from time to time, prescribe.

SEC. 14. The said Board of Education shall have the exclusive management and control of all the schools of said city established or maintained under this act, and shall have power to employ and pay such classes of teachers as may be necessary to give instruction therein, and from time to time shall make such regulations for the government, classification and instruction of the pupils thereof and with respect to the text books used therein, as may appear expedient; and for the purpose of securing uniformity and efficiency in the management of said schools, it shall have power to appoint a Superintendent of Instruction, prescribe his duty, and fix his salary and term of service, not exceeding two years.

SEC. 15. The Board of Education shall in no case increase the salaries of teachers or of any person appointed or employed by the Board during the term of service for which they were so appointed or employed, and the said Board shall have power, for reasons satisfactory to said Board, to remove the Superintendent, the Secretary, or overseer of buildings from office, and to dismiss teachers at any time.

SEC. 16. The Board of Education shall fix the school year and the time and duration of the sessions and vacations of the schools; it shall provide for the examination thereof at least once per annum, and at the close of every school year it shall make and publish, for the information of citizens, a report in detail of the receipts and expenditures for school purposes and of the condition of the schools, together with a particular account of their administration, and, generally, it shall be the duty of said Board to do and perform all offices and duties which may be necessary and proper to promote the education and good morals of the pupils thereof.

SEC. 17. The Public Schools in the several districts of said city, and all other grades of schools established or maintained in whole or in part from the school funds, shall at all times be equally free and accessible to

all children, not less than six nor more than twenty-one years of age, who may reside in said city, subject only to such rules for their admission, classification, government, instruction and dismissal, as the Board of Education may prescribe.

SEC. 18. The Board of Education shall, annually, in the month of January, appoint three persons, resident and citizens of said city, and of competent learning and ability, who shall constitute a Board of Examiners, whose duty it shall be to meet at least once in every month, and to examine into the qualifications, competency and moral character of all persons desirous of becoming teachers in said schools; and any two of the members of said Board shall have power to grant certificates thereof, for a term not exceeding one year, to such persons as in their opinion shall be entitled to receive the same; and at the expiration of such certificates, the said Board may renew the same for a term not to exceed five years, in favor of such persons only as may have been employed in the schools of said city for a term of not less than three months, and who shall have exhibited, in that time, practical ability and skill in the management and instruction of schools; and no person shall be employed or paid, either directly or indirectly, as a teacher or instructor in any of said schools, except as a temporary supply, until he or she shall have obtained from said Board of Examiners a certificate of qualification as to his or her competency, practical skill and moral character, and for these services said Examiners shall receive such reasonable compensation as may be allowed by the Board; but no charge shall be made to applicants for certificates.

SEC. 19. It shall be lawful for the City Council to establish one or more Industrial Schools in said city, for the benefit of destitute and neglected children, and provide by ordinance or otherwise, for the course of instruction in the branches of a common school education, and in the industrial arts and employments which shall be taught and pursued therein, and for the support, management and government of such school or schools.

SEC. 20. That if any person shall mar, injure or deface any school house, out building, fence, furniture or other property belonging to or in possession of either of the schools of said city, or of any scholar of either of said schools, every person so offending, shall forfeit and pay for each offence a fine of not less than five nor more than fifty dollars, to be recovered in a civil action, before the Mayor or Police Judge of the city; and for all injuries done as aforesaid, by any scholar or minor, the parent or guardian of such minor or scholar may be obliged to pay treble the amount of damages occasioned thereby, to be recovered in a civil action before said Mayor or Police Judge, at the instance of the Secretary, Superintendent or overseer of school buildings, in the name of the city;

and all fines and damages collected by virtue of this section, shall be paid into the city treasury and be appropriated for the benefit of schools.

SEC. 21. The act entitled an act for the regulation and support of Common Schools in the city of Cleveland, passed March 26th, 1859, and the amendment thereto and the act supplementary thereto, passed April 11th, 1863, be and the same are hereby repealed.

SEC. 22. This act shall take effect and be in force from and after its passage.

Passed April 14, 1868.

AN ACT

Supplementary to an act entitled "An act to provide for the support and regulation of the Public Schools in the city of Cleveland," passed April 14, 1868.

WHEREAS, The Board of Education of the city of Cleveland, composed of the members holding over and those elected at the city election held on the first Monday of April, 1868, under the laws then in force, regulating the election of the members of the Board of Education for said city, met and organized on the 14th day of April, 1868, by electing officers and making classification of members, as provided in the act to which this is supplemental; therefore,

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That the Board of Education, as organized on the said fourteenth day of April, 1868, be and the same is hereby authorized and empowered to act under and by virtue of the provisions of the act to which this is supplemental, and is hereby vested with all the powers therein conferred; and the said Board of Education and its officers, elected as aforesaid, shall act under and be subject to its provisions.

SEC. 2. This act shall take effect from and after its passage.

Passed April 25, 1868.

AN ACT

To amend section twelve of an act entitled "An act to provide for the support and regulation of Public Schools in the city of Cleveland," passed April 14, 1868, (O. L., vol. 65, p. 286.)

SECTION 1. *Be it enacted by the General Assembly of the State of Ohio,* That section twelve of the above recited act be so amended as to read as follows:

SEC. 12. It shall be the duty of said Board to establish and alter the boundaries of school districts in said city, as the public convenience may

require, and it shall provide and support in said district, such number and classes of schools as may be necessary to furnish thorough and appropriate instruction, in all the branches of a good common school education, to all the children residing therein between the ages of six and twenty-one years; and for the purpose of affording a more advanced education, two High Schools shall be established and maintained at the expense of the city, in which high school instruction may be given in such languages and higher branches of learning as the Board may direct; and the said Board may also employ, at the expense of said city, teachers who shall give instruction in the German language in such classes or schools of lower grade than said High Schools, as they, the said Board, may deem for the best interest of the public.

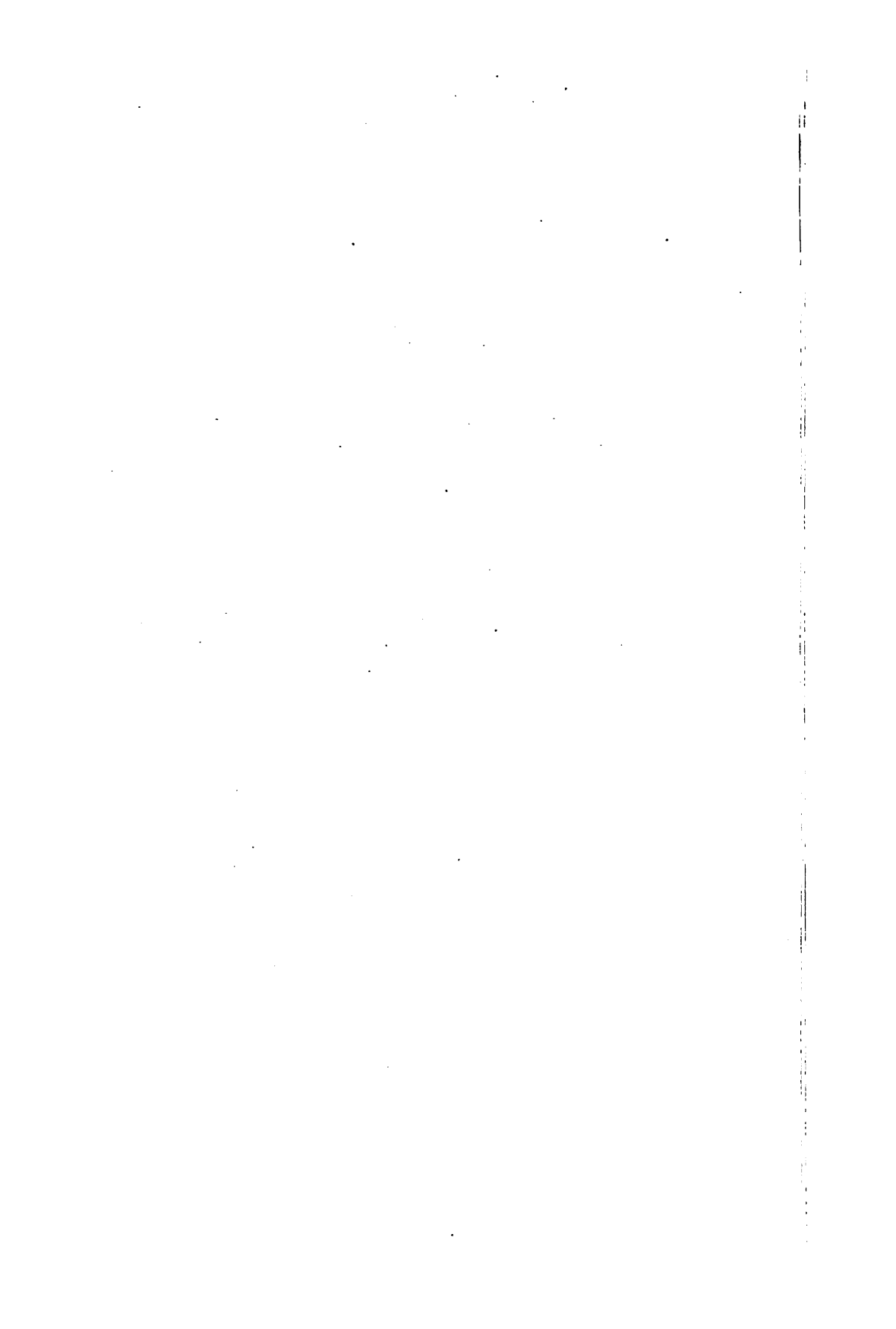
SEC. 2. That section twelve of the above recited act be and the same is hereby repealed.

SEC. 3. This act shall take effect and be in force from and after its passage.

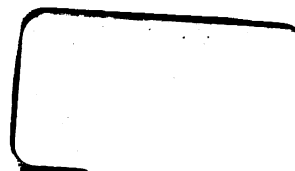
Passed March 17, 1869.

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